

DOCUMENT RESUME

ED 319 647

SO 020 779

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TITLE Junior High Social Studies: Teacher Resource Manual.
INSTITUTION Alberta Dept. of Education, Edmonton. Curriculum Support Branch.
REPORT NO ISBN-0-7732-0264-1
PUB DATE 89
NOTE 217p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Classroom Techniques; Cultural Awareness; Economics; Foreign Countries; Geography; Grade 7; Grade 8; Grade 9; History; *Junior High Schools; *Learning Activities; *Learning Strategies; Resource Materials; *Social Studies; Teaching Guides; Teaching Methods

IDENTIFIERS *Alberta

ABSTRACT

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. Social studies content is organized around knowledge, skill, and attitude objectives that should be pursued simultaneously. The objectives are discussed, a program rationale is presented, and the program content is summarized in the first section of this teacher's guide. Ideas for planning instruction and for evaluation are offered with models for illustration. The bulk of the document presents specific strategies and activities for teaching social studies in grades seven, eight, and nine. The broad topic for grade seven is people and their culture; for grade eight, it is history and geography in the Western hemisphere; and for grade nine, it is differing perspectives of economic growth. All of these strategies utilize the concepts, goals, and objectives discussed in the preliminary section. A list of learning resources approved by the Alberta (Canada) Department of Education, which might be used to facilitate teaching and learning of these subjects, is also included. (JB)

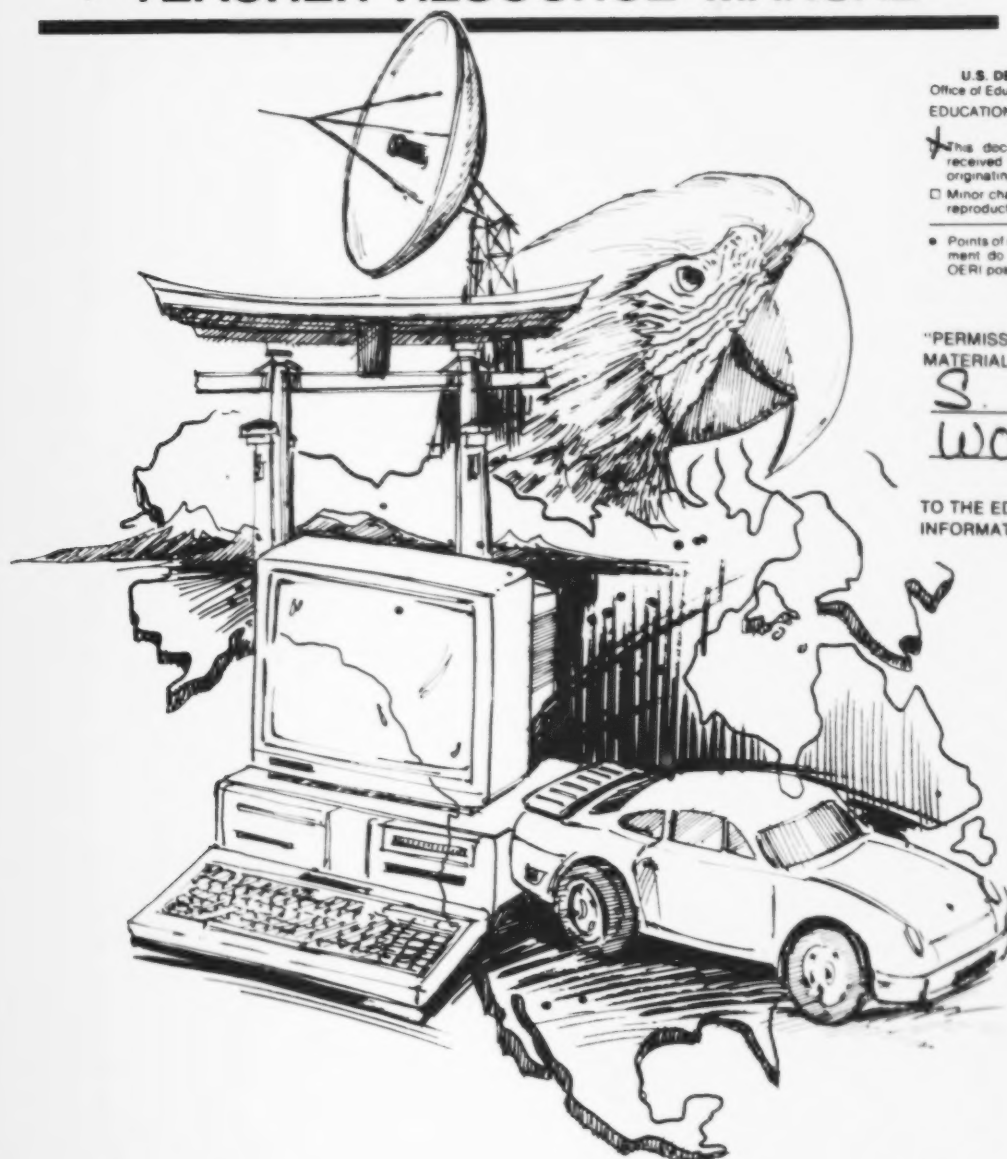
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JUNIOR HIGH Social studies

► TEACHER RESOURCE MANUAL ◀



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SOCIAL STUDIES

JUNIOR HIGH

TEACHER RESOURCE MANUAL

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Curriculum Support Branch
Junior high social studies : teacher resource manual.

ISBN 0-7732-0264-1

1. Social sciences — Study and teaching
(Secondary). I. Title.

H69.A333 1989 300.7

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INTRODUCTION

The Social Studies Junior High Teacher Resource Manual (TRM) is a support document that provides practical suggestions for teachers. The document includes teaching strategies, activities and evaluation ideas. The TRM does not include all the exercises and activities necessary to cover all the social studies objectives. It includes organizational ideas but is not a self-contained teaching unit for each topic. The advice and direction offered is suggested only.

This TRM includes the Junior High Social Studies Program of Studies which has been screened in the same distinctive manner as this paragraph for easy identification.

ACKNOWLEDGMENTS

Alberta Education expresses its appreciation to those individuals who assisted in the development and production of this Teacher Resource Manual. The following writers and committee contributed to the development of this publication.

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INDEX OF INSTRUCTIONAL/EVALUATION STRATEGIES

There is a wide variety of instructional strategies that may be used to promote student learning of social studies skills. The strategies can be adapted to meet various learning needs. The following list identifies the page number where the strategy is outlined in detail in the TRM. Also they will be identified by the following symbol: 

The following list includes evaluation samples.

SKILLS	INSTRUCTIONAL/EVALUATION STRATEGIES	PAGE NUMBER
INQUIRY	Decision Making	53, 100
	Problem Solving	51, 126
PLANNING	Brainstorming/Brainwriting	58
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READING, LISTENING AND VIEWING	Atlas	124
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SKILLS	INSTRUCTIONAL/EVALUATION STRATEGIES	PAGE NUMBER
GROUP INTERACTION	Games Group Project - peer evaluation - self-evaluation - student teacher evaluation Group Work - class discussion - cooperative learning - small group discussion Interviews Panel Discussion Role Play Simulations	91, 97, 143 142 143 144 144 71 172, 173 49, 50, 51 177 150 70, 148 138
PRESENTATION	Displaying/Demonstrating - charts - graphs tables - maps - timelines Speaking - oral presentation - debate (informal) - debate (formal) Writing - basic - biography - expository essay - extended response (primary trait scoring) - paragraph - position paper - RAFT	62, 146 128 87 127 67, 68, 69 131, 132 165, 166 117 116 151, 152, 153 181 66 180 126

Note: Some strategies fit into more than one category, depending upon the purpose behind it.

PROGRAM OF STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The social studies program takes the following factors into account:

The Nature and Needs of the Learner: The expected learning is consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge In Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools, and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and to communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a wide range of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOAL AND OBJECTIVES

GOAL

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine their underlying reasons for action, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

OBJECTIVES

KNOWLEDGE OBJECTIVES - To be a responsible citizen, one needs to be well informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological, and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES - Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components.

Skill objectives for social studies are grouped into the following categories:

Process Skills

- skills that help one acquire, evaluate and use information and ideas

Communication Skills

- skills that help one express and present information and ideas

Participation Skills

- skills that help one interact with others

Inquiry Strategies - Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences, using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry." This list of issues and questions is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how). Decision making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The strategies provided in curriculum documents vary from elementary through secondary levels. (The 1981 Process for Social Inquiry is an example of a decision-making model.)

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

- Define a question/problem
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

A MODEL FOR MAKING DECISIONS

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives, using collected information
- Make a decision, plan or take action on the decision (if desirable and feasible)
- Evaluate the process, the decision and the action

ATTITUDE OBJECTIVES – The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. CONTENT

1. TOPICS OF STUDY

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen to complement other subject areas and avoid unnecessary repetition of material from previous grades.

The junior high social studies curriculum examines people in society as they interact with their many environments – cultural, physical and economic. Within each topic, the geographic setting is to be used to develop and maintain geographic skills. "Issues and Questions for Inquiry" provides a guide for the organization and combination of the program dimensions – knowledge, skill and attitude objectives.

Current affairs and up-to-date information are an integral part of the social studies program. The study of current events adds relevance and immediacy to the curriculum and helps foster student interest. Discussion of current events, issues and problems helps students understand their world and demonstrates the need for studying the past in order to understand the present. Units of study and material in textbooks, films and other media can be brought up-to-date. In addition, the study of current affairs provides students with opportunities to develop the skills needed to acquire, analyse and evaluate information that flows from the mass media, to make decisions and to participate in society as responsible citizens.

The study of current events, issues and problems is not a simple task. Considerable time is often required to understand the background and intricacies of a particular event or issue. Therefore issues and events should be carefully selected to enhance the objectives of the social studies program. In general, current affairs should be handled as inclusions in, and extensions of, curricular objectives and not as a separate topic isolated from the program. This provides some context and solves the problem of obtaining background material on a particular subject while illustrating the relevance of the material being studied.

2. REQUIRED/ELECTIVE COMPONENTS

The required component comprises 80% of the program and is represented by topics and statements of objectives that follow. The elective component occupies 20% of the program and provides enrichment and remediation consistent with the objectives of the course.

The required component encompasses the knowledge, skills and attitudes that all students should be expected to acquire.

The elective component provides opportunities to adapt and enhance instruction to meet the diverse needs, abilities and interests of students. It provides enrichment and additional assistance to individual students as necessary.

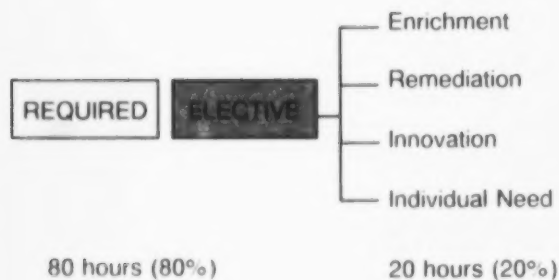
3. SEQUENCE OF PRESCRIBED TOPICS

The sequence of topics may be altered if necessary. However, in Grade 7, Topic 7A should be taught first as the concepts developed in that topic provide the basic understanding of culture needed for the other topics.

4. TIME ALLOCATIONS

The minimum time allotment per course shall be 100 hours. It is intended that each topic should receive an equivalent amount of time within the time allotted for the course.

TOPIC A	KNOWLEDGE
	SKILLS
	ATTITUDES
TOPIC B	KNOWLEDGE
	SKILLS
	ATTITUDES
TOPIC C	KNOWLEDGE
	SKILLS
	ATTITUDES



TEACHING SOCIAL STUDIES

A. SOCIAL STUDIES PROGRAM OBJECTIVES

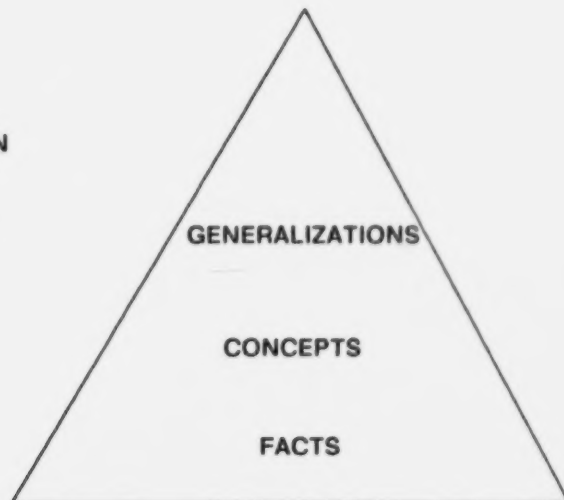
The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community (**knowledge**)
- participating constructively in the democratic process by making rational decisions (**skills**)
- respecting the dignity and worth of self and others (**attitudes**).

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially but should be integrated to reflect and meet the overall program goal of responsible citizenship.

1. KNOWLEDGE

**KNOWLEDGE - INFORMATION
THAT A PERSON
ACQUIRES
THROUGH
EXPERIENCES.**



Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. Facts and generalizations can be statements; generalizations are less specific than facts and have broad applicability. The interdisciplinary approach of social studies emphasizes generalizations, concepts and facts drawn from history, geography, economics and other social sciences.

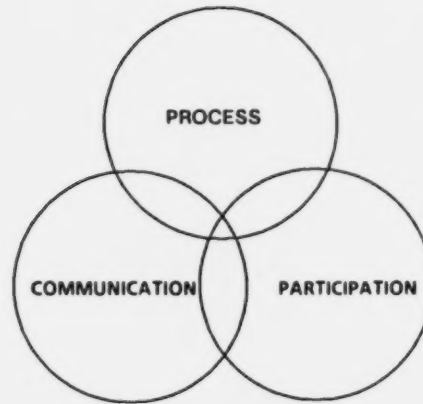
Generalization - A rule or principle that shows relationships between two or more concepts.

Concept - An idea or meaning represented by a word, term or other symbol that stands for a class or group of things.

Fact - A part or piece of information that applies to specific situations; for example, specific statements about people, things, events or ideas.

2. SKILLS

SKILLS – ABILITIES OR TECHNIQUES GAINED BY PRACTICE OR EXPERIENCE.



The ability to solve problems and make decisions, to read, listen, view, speak and write effectively, and to work with others, contributes to the development of citizens who are sensitive to and respect the views of others. The skills are described in a format designed to clarify the objectives of social studies. This format does not reflect the way students acquire and use these skills, nor does it reflect the way these skills should be taught. The categories and the skills within the categories are interrelated. It is expected that the teacher will teach them in an integrated fashion so that the relationships between and among these skills will be understood and applied by the students. (See Skill Development Charts – Appendix I.)

Process Skills

- skills that help one acquire, evaluate and use information and ideas
 - locating/interpreting/organizing
 - analysing/synthesizing/evaluating

Communication Skills

- skills that help one express and present information and ideas
 - speaking
 - displaying and demonstrating
 - writing

Participation Skills

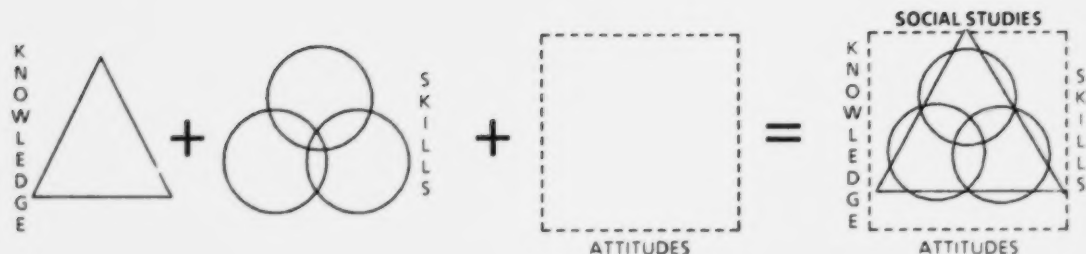
- skills that help one interact with others
 - intrapersonal
 - interpersonal relations
 - group process and discussion

3. ATTITUDES

ATTITUDES - THOUGHTS OR FEELINGS THAT A PERSON DEVELOPS FROM BELIEFS, VALUES AND EXPERIENCE WHICH INFLUENCE BEHAVIOUR OR ACTION.

Honest	Fair/Just	Kind
Tolerant	Forgiving	
Loyal	Committed to democratic ideas	
Open minded	Thinks critically	
Appreciative	Intellectually curious	Creative
Cooperative	Accepting	
Industrious	Attentive	
Possesses a strong sense of self-worth		

Attitudes are evident in the way individuals react to events and situations. Students' actions reflect their attitudes. The development of attitudes is part of the development of essential personal characteristics. The more important attributes that schools should foster are indicated in "Developing Desirable Personal Characteristics" (see Appendix IV). While schools are expected to promote positive attitudes to prepare students for life, social studies, with its goal of preparing students for responsible citizenship, has a special role in developing constructive attitudes. Teachers should take this into consideration when selecting or preparing classroom activities. The attitude objectives are related to the knowledge and skill objectives and are not intended to be developed separately. Attitude objectives should be incorporated in the instructional process and students' progress assessed, but performance on attitude objectives should not be used as part of the summative evaluation used for the calculation of grades. The general examples given in the program of studies and the objectives established for each topic of study will assist teachers in understanding the nature and purpose of attitude objectives.



The social studies program objectives are **prescribed**. They must be included in the planning of course and classroom instruction. The knowledge, skill and attitude objectives are closely interrelated. Frequently, certain attitudes are a necessary precondition for skill development and knowledge acquisition. The teacher's role is to provide experiences and design activities that meet all three objectives – knowledge, skills and attitudes. Skills and concepts are linked together in questions to guide the study of topics. The challenge is to focus on thinking as a central goal, through planned instruction.

Values are still an integral part of the knowledge, skill and attitude objectives of the social studies program. Values have been organized and incorporated in the curriculum in a manner different from that of the values section of the 1981 social studies program.

Values are fundamental ideas about what is important in life; they are the standards of conduct by which individuals, groups and nations think, act and make judgments. By its very nature, the social studies curriculum includes issues involving values. To understand why people act the way they do, one has to examine their underlying reasons for action, including the values that motivate them.

In the new program, the development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives. The development of values competencies (analysis and decision making) is incorporated in the skill objectives. The development of attitudes related to values is obviously incorporated in the attitude objectives.

B. FUNDAMENTAL GOALS: THINKING AND RESPONSIBLE CITIZENSHIP

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of student's abilities to think clearly. Thinking strategies and skills are an essential part of social studies.

In an open and democratic society where individuals make informed choices about their own actions and the actions of society, reflective thinking is part of citizen participation. Students need to be involved in gathering, examining, organizing, analysing and evaluating information to develop conclusions or solutions and deciding what actions to take.

Problem solving and decision making involve students in complex thinking processes. Facts and concepts can never be completely separated from the values and attitudes of individuals. We live in a complex world where problems and issues have to be addressed and resolved.

1. CRITICAL AND CREATIVE THINKING

Critical Thinking

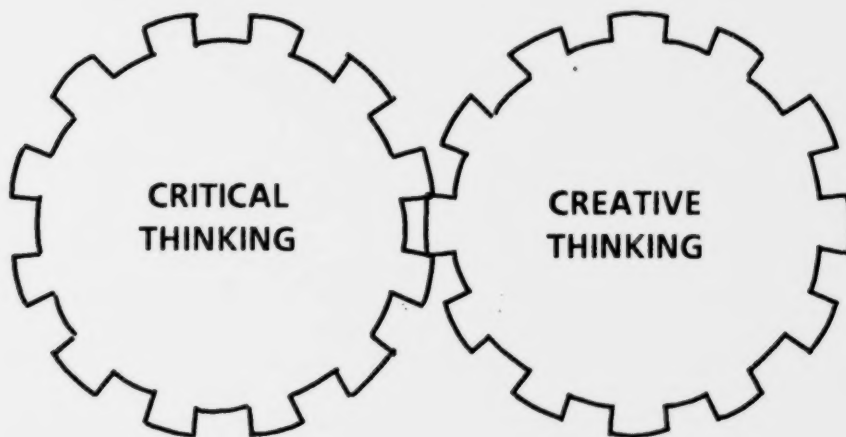
The process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

Creative Thinking

The process of producing novel and insightful approaches and ideas.

Critical thinking is a process of analysing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process can involve the use of criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may be involved in, it is not synonymous with problem solving, decision making or Bloom's taxonomy. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put, to evaluate the importance of an idea.

Creative thinking emphasizes divergent thinking and the production of new and original ideas. We value its importance for producing new knowledge, innovations and artistic expressions.



Critical and creative thinking are not viewed as mutually exclusive but, rather, as complementary.

Critical and creative thinking (judging and producing ideas) consist of a number of strategies using various skills. Some of the skills are listed below.

CRITICAL THINKING SKILLS

Distinguish between facts and opinions
Determine the reliability of information
Determine the accuracy of information
Distinguish relevant from irrelevant information
Detect bias, stereotyping, clichés and propaganda
Identify assumptions
Identify ambiguous statements
Recognize inconsistencies in a line of reasoning
Determine strength of an argument
Consider and assess a variety of alternatives before forming an opinion or making a decision

CREATIVE THINKING SKILLS

Reassess ideas and approaches
Identify new ways of doing things
Combine the best from the old and the new
Organize ideas in new ways
Express thoughts and feelings in original ways

2. INQUIRY STRATEGIES

Inquiry is a strategy used to seek information about a question, a problem or an issue (using process, communication and participation skills).

Problem – any situation for which a solution is desired.

Issue – a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Problem Solving

is a strategy of using a variety of skills to answer a question or solve a problem.

**who, why, what,
where, when, how**

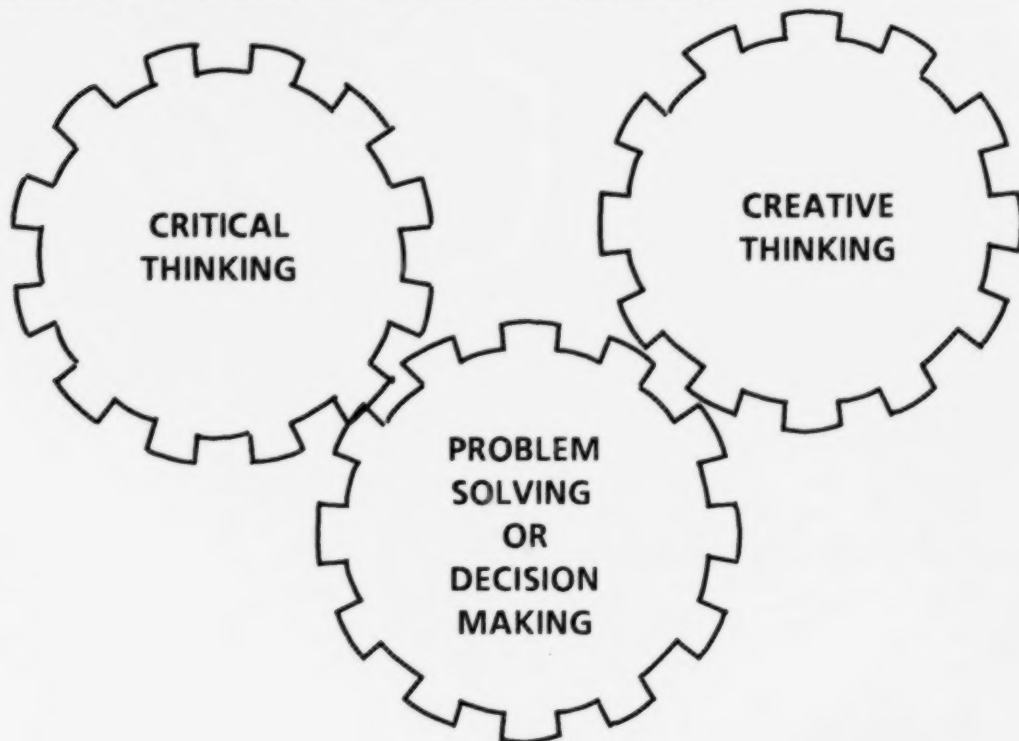
Decision Making

is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice and that requires a decision for action.

**should, how should,
to what extent should**

In a sense, problem solving may be thought of as "knowledge" inquiry, while decision making is "making choices" inquiry. Problem solving involves understanding and explaining the world. Decision making involves considering alternatives and resolving issues. Students are required to select the best course of action in a complex situation. The emphasis in problem solving is "what is," while in decision making the emphasis is "what ought to be." While both inquiry strategies lead to new knowledge, skills and attitudes, decision making leads to action that may involve the student personally.

Critical and creative thinking are used in these two inquiry strategies.



The following inquiry strategies can be expanded, modified or combined to suit specific topics, disciplinary emphasis, resources and student maturity.

**A MODEL FOR ANSWERING QUESTIONS
OR SOLVING PROBLEMS**

Define a question problem
Develop questions or hypotheses to
guide research
Gather, organize and interpret
information
Develop a conclusion solution

Conclusion – a statement of knowledge
developed as an answer to a question or
problem about a specific situation.

A MODEL FOR MAKING DECISIONS

Identify an issue
Identify possible alternatives
Devise a plan for research
Gather, organize and interpret
information
Evaluate the alternatives using collected
information
Make a decision, plan or take action on
the decision (if desirable and feasible)
Evaluate the process, the decision and
the action

**SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH
A MODEL FOR ANSWERING
QUESTIONS OR SOLVING PROBLEMS**

DEFINE A QUESTION/PROBLEM

- Clarify the question problem
 - What are the elements of the question problem and how are they connected?
- Review what is already known about the question problem
 - What is known? Unknown?
- Make it manageable
 - Narrow (limit) it to specific area or focus.

DEVELOP QUESTIONS OR HYPOTHESES TO GUIDE RESEARCH

- Develop a mental image of the problem (framework) and its solution
 - State hypothesis.
- What are the questions that need to be answered?
 - What are we looking for?
 - What is the cause?
 - Who or what is involved or affected?
 - How should key terms be defined?
 - What information is needed?
- What are the possible sources and location of information?
(print, non-print, interviews, surveys)

GATHER, ORGANIZE AND INTERPRET INFORMATION

- Locating Interpreting Organizing
 - Acquire information to find answers to questions through listening, observing, reading and using community resources.
 - Differentiate between main and related ideas.
 - Identify points of view expressed in cartoons, pictures, photographs.
 - Identify relationships among variables within charts, graphs and tables.
 - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
 - Read and interpret maps.
 - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

DEVELOP A CONCLUSION/SOLUTION

- Analysing Synthesizing Evaluating
 - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
 - Draw conclusions.
 - Categorize information to develop concepts.
 - Make generalizations by stating relationships among concepts.
 - Evaluate answer, conclusion or solution to see if it is appropriate.

Note: These procedures should not be applied in rigid, lock-step sequence.

**SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH
A MODEL FOR MAKING DECISIONS**

IDENTIFY AN ISSUE

- Clarify the question problem
 - What are the elements of the issue and how are they connected?
 - What are the related questions or issues?
 - What values are involved?
 - What value positions can be identified?
- Review what is already known about the issue
 - What is known? Unknown?
- Make it manageable
 - Narrow (limit) it to specific area or focus.

IDENTIFY POSSIBLE ALTERNATIVES

- What are the choices?
- What points of view are at work?
- Are there rules, laws and principles to consider?

DEVISE A PLAN FOR RESEARCH

- What are the questions that need to be answered?
 - What are we looking for?
 - What is the cause?
 - Who or what is involved or affected?
 - Who is making what arguments?
 - How should key terms be defined?
 - What information is needed?
 - What will happen if nothing is done?
- What are the possible sources and location of information?
(print, non-print, interviews, surveys)

GATHER, ORGANIZE AND INTERPRET INFORMATION

- Locating/Interpreting/Organizing
 - Acquire information to find answers to questions through listening, observing, reading and using community resources.
 - Differentiate between main and related ideas.
 - Identify points of view expressed in cartoons, pictures, photographs.
 - Identify relationships among variables within charts, graphs and tables.
 - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
 - Read and interpret maps.
 - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

**SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH
A MODEL FOR MAKING DECISIONS (cont'd)**

EVALUATE THE ALTERNATIVES USING COLLECTED INFORMATION

- Analysing/Synthesizing/Evaluating
 - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
 - Draw conclusions. Determine values underlying a position.
 - Categorize information to develop concepts.
 - Make generalizations by stating relationships among concepts.
- What are the possible consequences of each alternative?
 - What are the pros and cons of the alternative?
 - What are the costs and benefits of the alternative?
 - What side-effects might be anticipated?

**MAKE A DECISION, PLAN OR TAKE ACTION ON THE DECISION
(IF DESIRABLE AND FEASIBLE)**

- Select the best alternative
 - Consider the feasibility and desirability of each alternative.
 - How can priorities be established?
- Make a decision
 - What is the basis of the decision?
- What can be done?
 - Create a plan of action to apply the decision. (What are the steps of the action plan?)
 - Apply the plan.

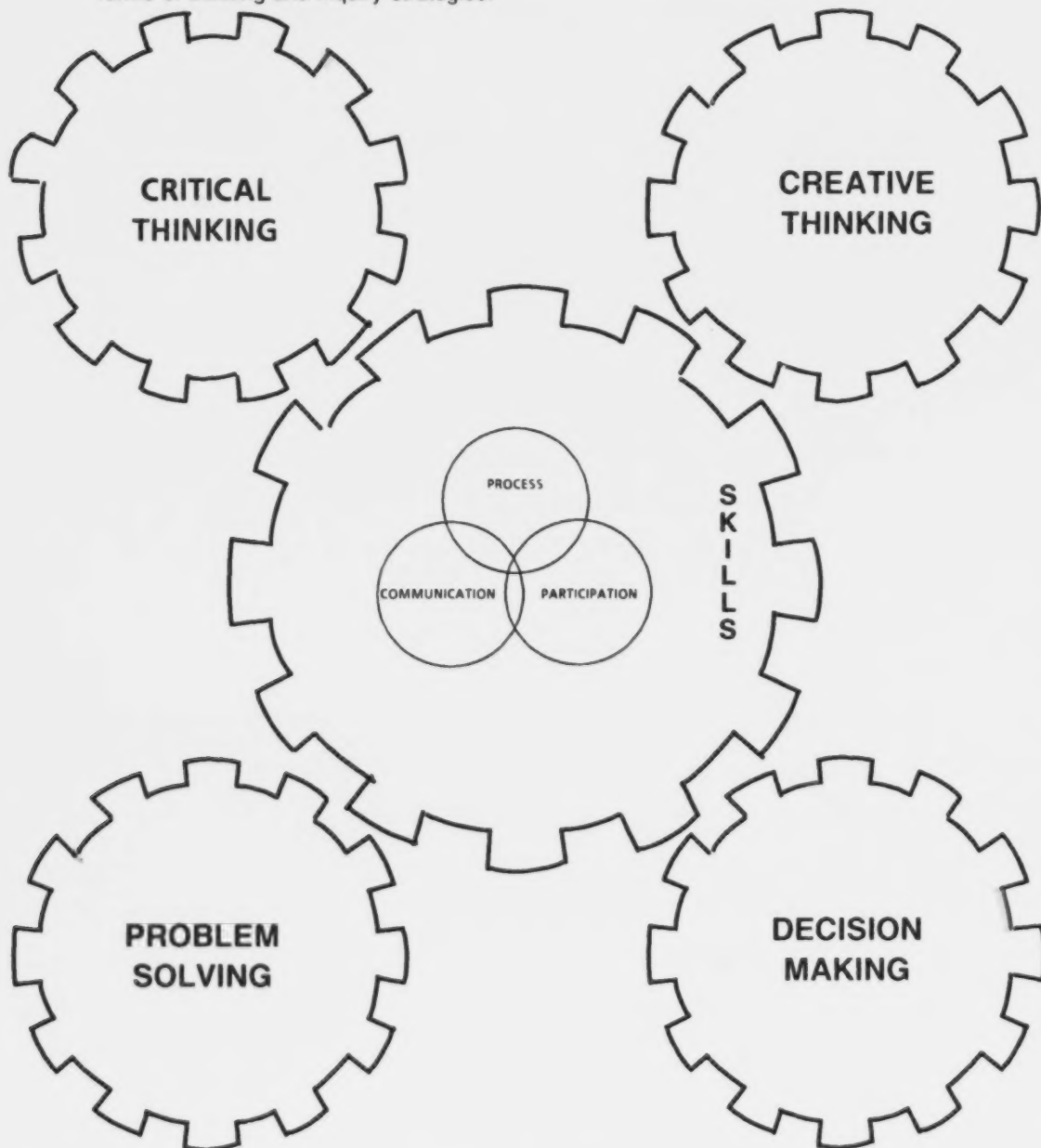
EVALUATE THE PROCESS, THE DECISION AND THE ACTION

- Does it resolve the issue?
- What will constitute success?
- How will the results be evaluated?
- Can the decision be reversed if necessary?
- How would you like the decision applied to yourself?
- How does the decision consider the rights of others?

Note: These procedures should not be applied in rigid, lock-step sequence.

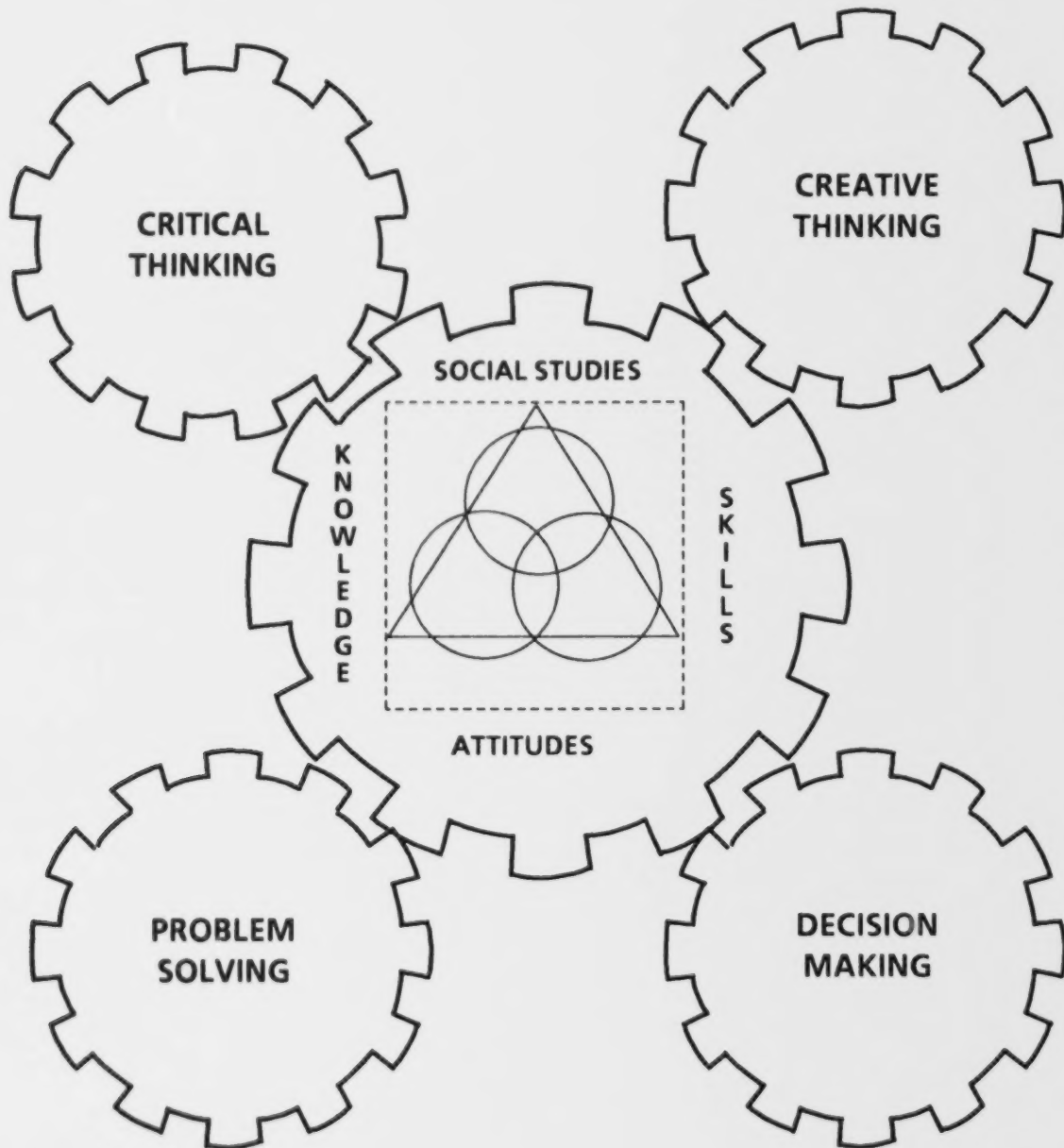
3. LINKING SKILLS TO THINKING AND INQUIRY STRATEGIES

Combinations of basic skills – process, communication and participation skills – are used in all forms of thinking and inquiry strategies.



4. LINKING SOCIAL STUDIES AND THINKING

When students engage in problem solving or decision making, they are involved in creative and critical thinking. Each social studies topic has issues and questions for inquiry. To ensure that critical and creative thinking occur, issues and questions must be addressed using appropriate inquiry strategies. Teachers may use different strategies to promote critical and creative thinking.



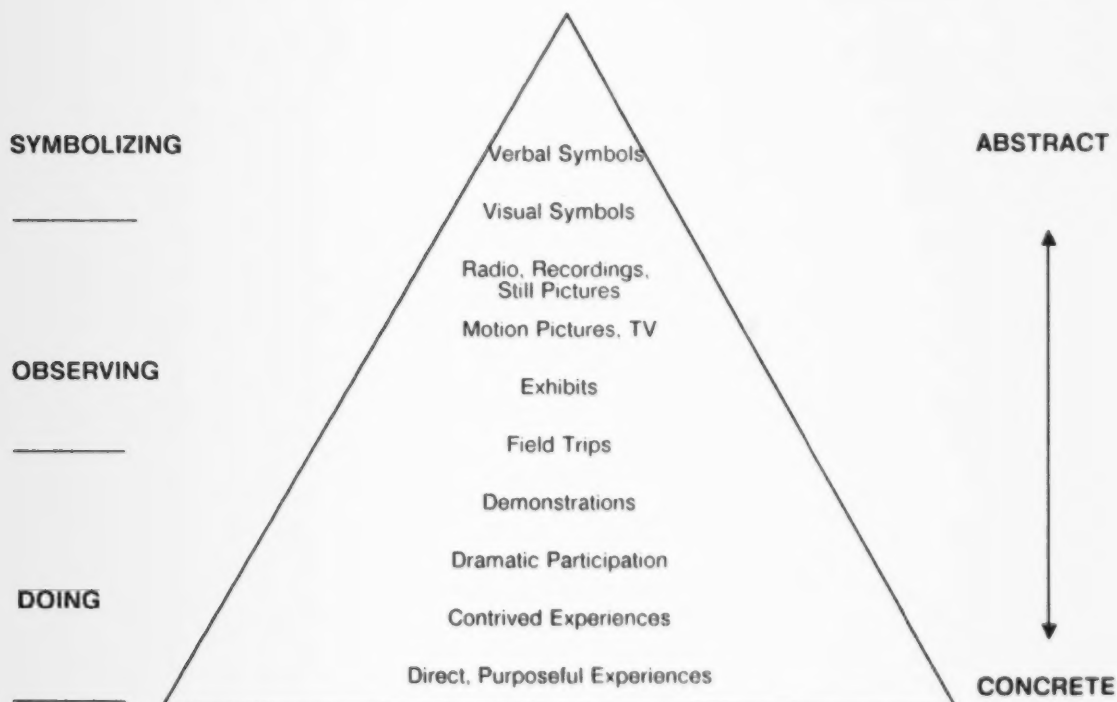
C. TEACHING STRATEGIES

To achieve the goal of responsible citizenship and the development of critical thinking, instructional strategies as well as content must be appropriate to students' developmental levels. Many junior high students are "present-oriented" and rely on personal or tangible experience. Teaching strategies for these students should be based on the following:

- concrete reality and/or experience
- new learning based on previous learning experiences
- students actively involved in their learning
 - "hands-on" activities
 - peer interaction (discussion)
- individual student's interests, needs and experiences
- individual learning styles
- positive learning environment.

Teachers should be sensitive to both the developmental stages and learning styles of their students. (See Appendix V for a listing of Alberta Education documents in this area.) Within any group of students there will be a wide range of interests, abilities and styles of learning. An effective teaching strategy should therefore include a variety of activities. These should provide students with opportunities to use pictures, maps, audio-visual materials, art, music, drama, film, as well as written materials, as sources of information and presentation of information. Media resources should be an integral part of instruction. Students need to understand media—not just what they see and hear, but the meaning behind the message.

Students progress developmentally from concrete to abstract thinking. Students in the early grades, and less intellectually mature students at any grade level or within a subject area, need "hands-on" experience. Dale's "Cone of Experience" is one model of this progression.



Teaching strategies may include the following:

Deductive and Inductive Methods

The deductive method is reasoning from a generalization to particular cases or specific information. The inductive method is reasoning from specific information to form generalizations. Both inductive and deductive teaching strategies are important. The methods are not mutually exclusive; teaching activities may contain both strategies on a continuum.

Inquiry

The limited availability of learning resources and time can limit both the number and the depth to which problems and issues can be explored. The focus on content rather than methodology can also contribute to a lack of emphasis on inquiry. Students may, for example, learn what historians have found out but may not learn how to discover historical facts for themselves. Inquiry involves students in discovering knowledge for themselves and is a mandated part of the program.

Questioning

Questioning is an important strategy in teaching and learning. It is a key stimulus to comprehension, problem solving, decision making and critical and creative thinking. Answering questions and asking questions are two basic types of questioning skills used by teachers and students in various situations. Effective questions often include questions from both the cognitive (processing information) and affective (interests, attitudes) domains. Questions should be conducted to motivate, instruct or evaluate. In addition to questioning strategies to guide and manage what is learned, students should be encouraged to develop the skills of asking their own questions. The questions that teachers ask can serve as models but students should receive instruction on how to ask and answer their own questions. Questioning is the "seed of inquiry" and student learning is enhanced by being involved in generating questions to help them process information.

A variety of types of questions should be used. Four different levels of questions are memory, convergent, divergent and evaluative questions. These types of questions may be placed on a continuum moving from closed to open questions. The four levels of questions are:

- memory level questions that require recall of factual information (definitions, time, place). They are closed questions because there can be only one answer.
- convergent level questions that require recalling of facts or ideas and organizing them into one's own words (relationships). They are closed questions because there are correct answers, but answers need not be rote memory.
- divergent level questions that require original and creative responses by combining facts and ideas in order to draw conclusions (speculation). They are open questions as there is no correct answer, but answers are based on accurate information.
- evaluative level questions that call for judgment and choice based on evidence, values. They are open questions as there is no correct answer, only one's opinion or choice.

Various models of intellectual functioning have been developed. Hilda Taba classified questions into four categories: open questions, focusing questions, interpretive questions and capstone questions. According to Benjamin Bloom, there are six levels of intellectual functioning for which questions should be constructed: recall, comprehend, apply, analyse, synthesize and evaluate. Although the categories are often described as being at different levels, one should not infer that one category is better, or of greater worth than others. What is important is that there be a balanced emphasis on these processes. The research shows that questions should be asked at all levels to encourage students to think at all levels.

The following list is intended to assist teachers in constructing questions for classroom discussion, activities, assignments and examinations. It is important to recognize that the answers determine the process level used, not the questions. Types of questions can be adjusted to the learning styles of students and to their mental maturity.

Questioning

Levels	Key Words	Examples
REMEMBERING KNOWLEDGE (recalling/recognizing) Recalling or recognizing information from memory.	Define Describe Identify Label List Locate Match Name Record	How ... ? What ... ? When ... ? Where ... ? Which ... ? Who ... ? Why ... ? Locate various sources of information.
COMPREHENSION (translating/interpreting/extrapolating) Understanding the meaning of information. Changing information from one form to another. Discovering relationships.	Explain Outline Paraphrase Rephrase Restate Reword Translate	Recognize the main idea. Explain what is meant. Explain in your own words. Give an example. Condense this paragraph. State in one word. What part doesn't fit?
APPLICATION (organizing) Using learning, information in new situations.	Apply Change Demonstrate Illustrate Manipulate Select Use	Select the statements that best apply. Tell how, when, where, why. Tell what would happen. What would happen if ... ? What would result ... ? This applies to ... Does this mean ... ?
ANALYSIS (taking apart) Separating information into basic parts so that its organizational structure can be understood: - identifying elements, relationships.	Analyse Categorize Classify Compare Contrast (similarities differences) Differentiate Distinguish Examine Identify parts Infer Outline (no format given) Separate	What relationship exists between ... ? Analyse costs, benefits and consequences. What motive is there ... ? What is the point of view of ... ? What is the theme, main idea, subordinate idea? Distinguish fact from opinion. What is relevant and non-relevant information? What inconsistencies ... ? What persuasive technique ... ? What does the author believe, assume ... ?

Questioning (cont'd)

Levels	Key Words	Examples
SYNTHESIS (putting together) Combining parts into new or original pattern. Creativity.	Combine Compose Conclude Construct Create Design Develop Formulate Imagine Invent Make Plan Predict Produce Suggest Summarize	Formulate hypothesis or question. Plan an alternative course of action. Draw conclusion based on observations. What if ... ? How would ... ? How can ... ? How could ... ? If this ... then what? How else would you ... ? State a rule. What would you predict ... ?
EVALUATION (judging) Judging whether or not something is acceptable or unacceptable according to definite standards.	Assess Choose Compare (pros/cons) Debate Decide Evaluate Judge Justify Prioritize Rank Rate Recommend	Do you agree? Give your opinion. What do you think of ... ? Which do you prefer? Which is better? Would it be better if ... ? Judge bias, emotion, motivation. The best ... The worst ... If ..., then ...

D. MEETING STUDENTS' NEEDS

Some students need much more guidance than others and need to be told how they are doing through frequent evaluation. Goals must be realistic; attempting to achieve unrealistic expectations is frustrating. Learning must allow for exploration of individual interests and for problem solving and decision making.

THE ELECTIVE COMPONENT

Students need opportunities to do things they can do well. The elective component provides teachers with opportunities to adapt or enhance the required component to meet the diverse needs and capabilities of individual students.

These diverse needs may be met through a variety of enrichment and remediation activities, such as:

1. learning through use of more concrete examples and with the use of audio-visual aids;
2. exploring the required concepts in a greater degree of complexity or at a higher level of abstraction;
3. learning through more highly structured teaching procedures;
4. learning through open-ended activities;
5. investigating alternative topics and relevant issues;
6. undertaking more or fewer cognitively demanding assignments or modifying time requirements;
7. mastering concepts and skills through additional practice in varied situations;
8. coaching other students in peer or cross-age tutoring; and,
9. expressing themselves in various modes of communication (art, music, drama, film).

Most students should be involved in activities that are concrete. This does not mean they are not able to deal with abstract concepts but that such concepts must be presented in concrete, meaningful ways. The knowledge must be presented through classroom activities that are related to the students real life experiences. The activities should provide students' with opportunities to use pictures, maps and audio-visual materials as well as written materials as main sources of information.

E. TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM

The use of technology plays an important role in social studies classrooms. The computer, the calculator, videotape equipment, cassette recorders and other hardware can all be used to meet students' needs. The computer provides opportunities to teach concepts in history, economics, geography and political science through the use of computer games. Computer programs can be used for drill in specific skills or to provide individualized instruction. Instructional television programs can extend students' knowledge of other countries, historical fiction and world issues for example. Traditional media such as films, filmstrips, and tapes or records can re-create actual events and assist students whose learning styles are not textbook-oriented.

The integration of technology in the social studies program will assist in meeting the educational needs of all students. Students must understand the concepts, the potential impact and the uses of technology such as electronic communications and computer networking. The use of databases, spread sheets and word processors should be encouraged.

If students are to understand the potential of technology and harness its potential productively, technology integration in schools must focus on three areas:

- Learning about technology – focuses on the "discipline" of technology and includes the study of tools, machines, techniques, technological systems, and their role in society (past, present and future). Technology is a major concept of Topic 9C.
- Learning with technology – focuses on technology as a tool, as an aid to problem solving or getting work done. See the Junior High Social Studies Skill Development Chart, (Appendix I).
- Learning through technology – focuses on technology delivering instruction. A small component of learning through technology is computer-based instruction and computer-assisted learning. Computer-assisted learning is sometimes divided into categories such as drill and practice, tutorials and simulations.

PLANNING FOR INSTRUCTION

NOTE: These planning and evaluation ideas are suggestions only.

A. PLANNING

When planning for instruction teachers should begin at the end by identifying what students should know, be able to do, think and feel after instruction. Planning includes evaluation of the destination that teachers want their students to reach. Through instruction, teachers attempt to reach the destinations – the goals and objectives – that have been identified through the planning process. The basic elements of planning are:

- identify where the students are going (learner expectations – knowledge, skills and attitudes)
- identify how the students will get there (instructional strategies)
- identify how you will know when the students have arrived (evaluation strategies).

Planning is a systematic approach to integrating learning experiences to achieve the knowledge, skill and attitude objectives. However, the instructional plan is a proposal, not a recipe. It should have sufficient flexibility to allow the teacher to relate to students' abilities and to take advantage of learning opportunities that may arise during instruction. Instructional planning includes yearly, unit and daily lesson planning. The elements used in planning at the three levels are similar but vary in the degree of detail.



Long-range course and unit plans should be communicated to students, parents and administrators. Outlines distributed to students should include evaluation criteria, to allow individual students to keep a record of their own progress and avoid any surprises at report card time.

When the expected outcomes of the course are clear to both teacher and students, evaluation will enhance learning. The instructional process is not only easier to assess, but ongoing student-teacher feedback allows for adjustments to methods and materials. When a student is making progress in achieving goals, he or she becomes motivated to continue being involved in learning experiences.

Use strong action verbs to ensure that instructional objectives – in class discussions, in activities and assignments, and in examinations (particularly free-response tests) – are clear to students. Avoid words such as "discuss" unless it is clarified further what is expected of students (see Key Words in Questioning chart, pp. 22-23).

B. EVALUATION

Evaluation is an integral part of planning; it is not something to be considered after instruction. To emphasize this point, the evaluation section is not at the end of the TRM as it would be in many similar documents or texts.

Evaluation, within the Alberta social studies curriculum, is the process of collecting, analysing and interpreting information to form judgments about program objectives, teaching strategies, student achievement and instructional resources. Evaluation should be addressed during all phases of planning and instruction.

The function of evaluation goes beyond the purpose of judging levels of achievement and assigning grades. It also includes assessment of students' needs and progress, and consideration of ways that basic resources and support materials can be used to advantage during instruction.

Assessment at the beginning of a year, unit or section of study is used to determine the degree to which prerequisite knowledge, skill and attitude objectives have been mastered as a result of previous instruction. Ongoing evaluation during the course of instruction provides constant feedback to students and teachers about the progress of learning. Evaluation for the purpose of assigning grades is also ongoing, but it occurs at the end of rather than during a lesson, unit or course of study. These forms of assessment at the beginning, during and at the end of instruction are referred to as diagnostic, formative and summative evaluation respectively.

1. EVALUATION STRATEGIES

Evaluation methods should relate directly to specific instructional strategies. Each evaluation activity, including examinations, should be designed to promote student growth. Any strategy that will help the student make greater progress in learning can be used as an evaluation technique.

Evaluating Knowledge

Students need to be able to demonstrate an understanding of concepts and generalizations based on factual information. However, recognition and memorization of factual content must be balanced with using and applying information. Students' understanding can be evaluated by observing them solving problems, making decisions, holding discussions, writing reports, essays and tests. Asking questions is a useful way to test a student's ability to understand information. The level of questions (based on Bloom's Taxonomy: recall, comprehend, apply, analyse, synthesize, evaluate) can indicate how well a student uses knowledge. Although these categories are often described as being at different "levels," one should not infer that one is better or of greater worth than others. Questions should be asked at all levels, to encourage students to think at all levels (see "Questioning," pp.21-23).

Evaluating Skills

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using knowledge in a variety of activities, including research activities and inquiry strategies as well as tests. The basic way to evaluate skill development is to put the student in a situation that requires the use of a skill, and then to judge his or her performance. Checklists are useful ways to record skill development. Samples of students' work show student progress as well.

Evaluating Attitudes

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of student behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about something. Measuring attitudes based on this method can be problematic as students can frequently distinguish between "good" and "bad" attitudes, and there is a strong tendency for them to give socially desirable answers. Thus observation is especially important, since behaviour is a better indication of feelings than are answers to questions. Informal discussion and student self-evaluation are also used for evaluation. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers remember attitudes held by students at the beginning of the unit or year and to note the changes that take place. **Students' performance on attitude objectives should not be used as part of the summative evaluation used to calculate grades.** Reporting should be descriptive rather than in the form of grades or percents. Further, to avoid misunderstandings, it should be presented orally in a student-teacher or parent-teacher conference. These are suggested ways of evaluating attitudes. Teachers must follow school system and school policies on evaluation.

2. EVALUATION CRITERIA

The design of evaluation strategies, as well as the overall evaluation plan for each topic in social studies, should be guided by the following criteria:

- evaluation should be constructive;
- evaluation should be a continual process;
- evaluation should include diagnostic, formative and summative measures;
- evaluation should be purposeful and connected to the teacher's and the course objectives;
- evaluation should encompass the full range of social studies objectives (knowledge, skills, attitudes);
- evaluation of selected objectives should be a cooperative process involving students and teachers;
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments;
- records should be maintained to provide sufficient information for decision making;
- parents and students should be informed of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation;
- evaluation should include judgments about the relationship between personal teaching style, instructional resources and student achievement; and
- evaluation should comply with local accreditation policies.

Weighting - To evaluate the course or each topic (unit), knowledge and skill objectives should have equal weight in the summative evaluation used to calculate grades (50 percent each). Assessment of attitude objectives should not be used as part of the summative evaluation for the calculation of grades.

3. EVALUATION INSTRUMENTS AND TECHNIQUES

The following list identifies tools and techniques commonly used in evaluating cognitive (knowledge, skills, thinking and inquiry strategies), social, communicative and affective (attitudes) objectives for social studies. These are instruments and procedures for recording information and gathering evidence to serve as the basis for evaluating students. Sample evaluation techniques have been incorporated in the activities in each topic, and can be easily found by using the "Index of Instructional Evaluation Strategies" (pp. vii - viii).

The categories are flexible: some instruments and techniques fit into more than one area. The list is neither all-inclusive, nor exhaustive in its description of each instrument or technique.

* Key: Usual Purpose or Use - Knowledge (K)
 - Skills (S)
 - Attitudes (A)

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	*USUAL PURPOSE OR USE		
ANECDOTAL RECORD	This is an ongoing written log or diary of students' progress. A detailed record of specific observations, it provides useful data for analysis and interpretation. It is a very time-consuming method of recording information.		S	A
CHECKLISTS	Checklists can be used to evaluate "specific assignments" (see below) according to stated criteria. They can also be used to evaluate students' individual activities and participation in group activities and discussions. They serve as a reminder that something did or did not take place, or that something does or does not need improvement. Checklists can serve to record performance for a variety of different activities including assignment completion. Checklists are useful for self, peer and teacher evaluation. Similar to a rating sheet, however, a checklist does not rank.	K	S	A
INTERVIEWS & CONFERENCES	While student-teacher discussions are usually held to move the student toward self-direction, they can be the basis of reviewing any activity or test. The interview or conference can be structured (with questions worked out in advance) or unstructured. Interviews can also replace a written exam.	K	S	A
MEDIA	Tape recordings and videotapes can be used by teachers and students for evaluation at a later time.	K	S	A
OBSERVATION	Observation is an excellent way to assess students, using such tools as anecdotal records, checklists and interviews. Data collection charts allow teachers to record information quickly; systematic observations of behaviour are recorded on a chart or matrix and then analysed. The focus is usually on individual students or a select number of students undertaking an activity over a given time. Observations can include students' responses to questions, use of time and materials, and participation in discussions and group activities.	K	S	A

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
QUESTIONNAIRES & INVENTORIES - true or false - multiple choice - key-list questions	These can be used for self-appraisal. An inventory provides a checklist to the student, related to his or her interests and attitudes. Questionnaires can also require sentence completion. Instead of indicating whether a statement is simply true or false, the student may be asked to indicate his or her response to statements that express an attitude: agree-disagree, or approve-disapprove. The choices provided to the stem of the question are scaled in terms of degree of favourableness. <u>The Likert Scale</u> - uses a 5-point key that may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove and strongly disapprove. A summed score may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. <u>The Semantic Differential</u> - uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 to -3 (very unfavourable). <u>Rank Order</u> - in rank ordering, a group of three or more items is presented to the student which he or she arranges in the order of his or her preference. (This type of item is really a cross between the matching and key-list question.)			A A A A A A
RATING SHEET	Similar to the checklist in that it can be used to gather various kinds of information. Difference is that this instrument ranks items. For example: - excellent good fair unsatisfactory - often regularly seldom never.	K	S	A
SAMPLES OF STUDENT WORK	Qualitative differences in student work are observed over time using written work, reports, maps, tests, etc.	K	S	A
SELF AND PEER EVALUATION	Peer evaluation is used primarily in assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.		S	

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
SPECIFIC ASSIGNMENTS				
Group Activities				
- role play	Students are assigned roles in a dramatic situation and enact the scene as they would handle it in real life.		S	A
- simulation game	Students compete for specified objectives and are bound by certain rules.		S	A
- panel discussion		K	S	A
Speaking Activities				
- oral presentation		K	S	A
- speech		K	S	A
- debate		K	S	A
Displaying/Demonstrating				
- artwork		K	S	
- charts, graphs, tables		K	S	
- mapmaking		K	S	
Written Assignments				
- paragraphs		K	S	A
- reports		K	S	A
- essays, position papers		K	S	A
TESTS *				
Objective Tests				
- matching	Items in one column are matched with those in other columns.	K	S	
- completion	"Fill in the blanks" type of questions.	K	S	
- true-false	Declarative statement is presented.	K	S	
- multiple choice	Task and solution predetermined. The stem presents the problem with a list of possible choices.	K	S	
- key-list questions	Essentially a series of multiple choice items in which the responses are given in a key and remain the same for all items.	K	S	
Free-Response Tests	Student organizes his or her answers.			
- sentence answers		K	S	A
- paragraph		K	S	A
- essay		K	S	A

* Tests:

Testing should be balanced with other evaluation instruments and techniques to determine marks for reporting purposes.

Tests should be scheduled. Surprise tests should be used for diagnostic purposes and not for grades or report card marks.

C. PLANNING FOR THE COURSE

1. ELEMENTS OF A YEARLY PLAN

1. Subject
2. General Objectives
 - a) Knowledge
 - b) Skills
 - c) Attitudes
3. Unit Titles (topics)
4. Learning Resources
5. Evaluation
6. Time Allocation

Through the process of long-range course planning, the following should happen:

- teachers increase their understanding of the program of studies (knowledge, skill and attitude objectives);
- knowledge, skill and attitude objectives will have "balanced coverage";
- by identifying the expected learning outcomes for an entire course, the process of evaluation becomes an aid to instruction rather than a separate entity unto itself; and
- teachers become more familiar with available learning resources.

EXAMPLE:

YEARLY PLAN

SOCIAL STUDIES _____

Topic/Unit	Time*	Learning Resources	Summative Student Evaluation*
Topic A: Knowledge Skills Attitudes	12 weeks (Sept. __ to Nov. __)		25%
Topic B: Knowledge Skills Attitudes	12 weeks (Dec. __ to Mar. __)		25%
Topic C: Knowledge Skills Attitudes	12 weeks (Mar. __ to June __)		25%
Review:	2 weeks		Final Exam 25%
			TOTAL 100%

* Allow time for review

* broad base - assignments, reports, debates, letters, group work, not just exams.

2. ELEMENTS OF A UNIT PLAN

1. Title (topic)
2. Objectives
 - a) Knowledge
 - b) Skills
 - c) Attitudes
 - d) Inquiry (questions and issues)
3. Learning Resources
4. Methodology
 - a) Introductory Activities
 - b) Developmental Activities
 - c) Culminating Activities
5. Evaluation
6. Time Allocation

The elements of a unit plan are similar to those of a long-range course plan. The difference is in the amount of detail. Students need practice to develop the knowledge, skills and attitudes required. They also need opportunities to show that they have achieved the learning outcomes, and as well, to know how well they have done. Planning and instruction should allow students to frequently sense accomplishment. This means instructional objectives must be specific, monitorable and documentable.

EXAMPLE:

UNIT PLAN

Topic:

Objectives	Learning Resources	Methodology (Strategies/Activities)	Summative Student Evaluation	Time Allocation
Knowledge: Skills: Attitudes:		Introductory:	Map Assignment 50 Chart 50 Quiz 10	2 weeks
Knowledge: Skills: Attitudes:		Developmental:	Timeline 50 Paragraph 50 Quiz 20 Bias/Propaganda Assignment 50 Group Project 100	8 weeks (-1) (-1) (-2) etc.
Knowledge: Skills: Attitudes:		Culminating:	Group Interaction 50 Poster 50 Quiz 20 Notebook 50 Essay 200 Unit Exam 250 TOTAL 1000	2 weeks

2.1 Unit Development Outline

As shown in the diagram, there are usually three parts to the development of a teaching unit.

APPROX. TIME	UNIT DEVELOPMENT OUTLINE: TOTAL LENGTH APPROX. 9 WEEKS (60 HOURS)		
1-2 week (2-5 hours)	I. Opening Activities	Purpose 1. Motivate 2. Focus on topic of unit 3. Introduce concepts	Typical Activities Games; highly interesting activities
7-9 weeks (19-24 hours)	II. Developmental Activities	1. Develop understanding of generalizations, concepts, and encourage attitudes through skill development 2. Engage students in inquiry - Plan the research - Collect data - Analyse data - Synthesize data - Evaluate data	- Decide the questions, resources and presentation methods - Using questions as a basis, combine knowledge, skills and attitudes into strategies that use resources to answer the questions. Identify priorities, truths and biases. Summarize in display written form for class presentation
2-3 weeks (5-8 hours)	III. Culminating Activities	1. Review learning 2. Apply learning 3. Evaluate	- Check conceptual understanding - Apply learning to a new situation - Develop generalizations - Final unit exam

2.2 Developing Inquiry Activities for the Unit

Decide: the **method** to be used (problem solving, decision making, etc.). One issue and one question must be addressed in each topic unit.

Select: one **question** or **issue** to develop. See suggestions in the *Program of Studies*.

Decide:

- the **knowledge** needed to answer the questions. Use the main concept to be developed and include the related facts;
- the **process skills** and **participation skills** to be developed;
- the **attitude** objectives to focus on; and
- communication** and **participation** methods to be used.

Combine: the **knowledge**, **skill** and **attitude** objectives in a few appropriate instructional strategies. These strategies will be appropriate to the students' various abilities and will be relatively interesting and challenging. Examples can be found throughout this document.

2.3 Organizational Models

The knowledge base provides facts, concepts and generalizations that help students understand human affairs and the human condition. Knowledge provides the basis for developing attitudes and is the vehicle used for the development of skills.

There are various models that may be used to organize social studies units (topics). Any organizational model may be used, provided that an issue and a question are included in each unit, and that the knowledge, skill and attitude objectives from the program of studies are addressed, as well as meaningful current affairs.

a) Chronological Model

Using chronology is a common approach to teaching social studies. Chronology may contribute to an understanding of the interrelationships among events, movements, trends and people. However, chronology in and by itself cannot do so. History cannot be a number of disconnected and unrelated important events and great lives. Time-sequence relationships of cause and effect must be studied.

b) Thematic Model

Themes such as revolution, nationalism, imperialism and industrialism may be explored in the context of identifying similarities and differences among events that appear to have certain elements in common.

c) Thematic Chronological Model

This is one of the most popular approaches to teaching social studies. Themes are taught using a chronological approach. Cause-and-effect relationships as well as similarities and differences among events are considered.

d) Issue or Question Model

An issue or a question provides the focus for organizing the knowledge, skill and attitude objectives. Problem solving or decision making use an inductive approach whereby students reason through from specific information to answer questions, solve problems and issues. (At least one issue and one question must be addressed, using appropriate inquiry strategies for each unit of study.)

e) Case Study Model

A case study approach involves the study of an event or topic in depth. A comparative case study uses specific information, usually done as student research, to form generalizations.

2.4 Time Allocation

a) Suggested time allocation for the course:

Topic A - 12 weeks (31.6 hours) approx.

Topic B - 12 weeks (31.6 hours) approx.

Topic C - 12 weeks (31.6 hours) approx.

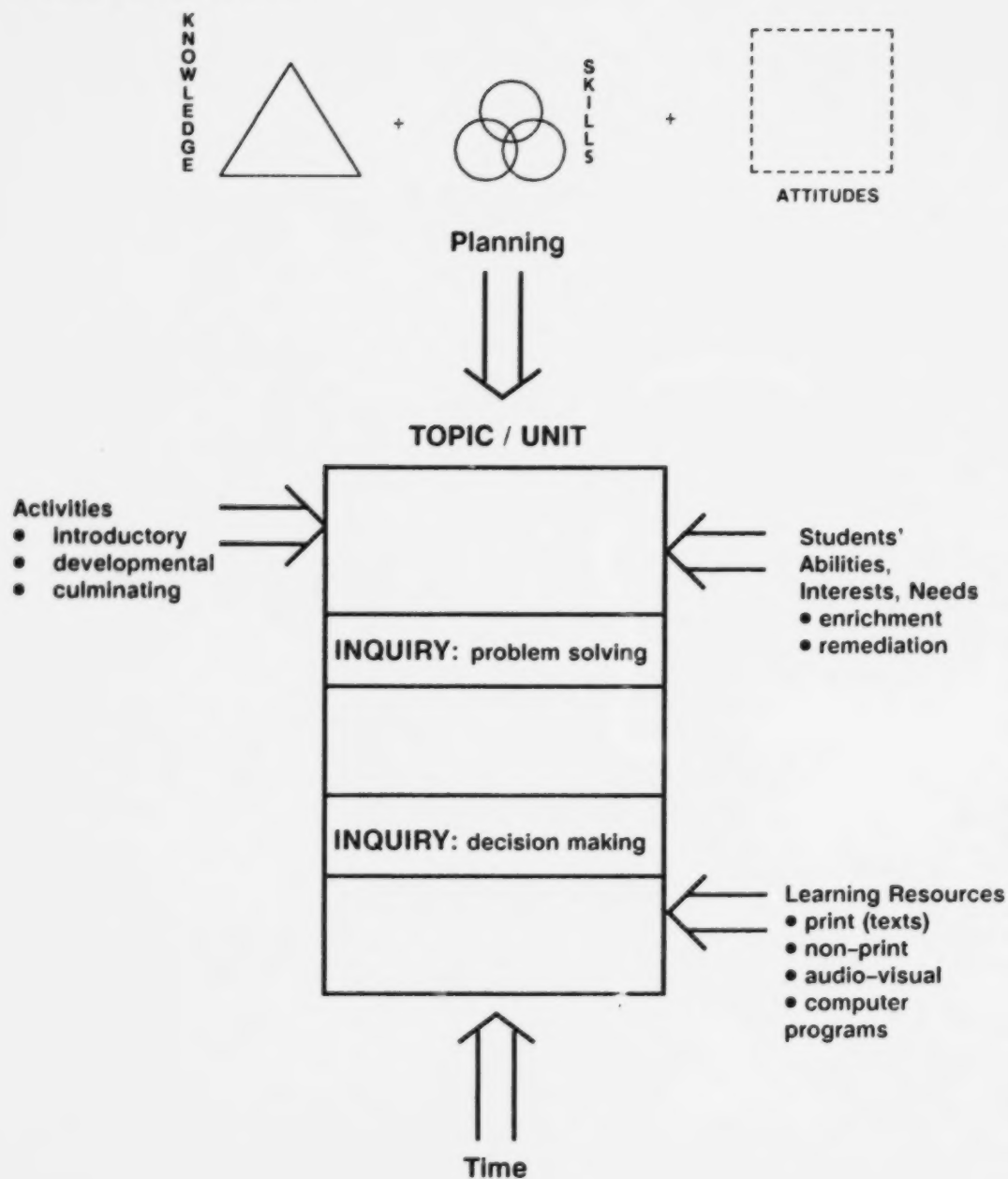
Review A/B/C - 2 weeks (5.3 hours) approx.

Hours based on the minimum time allotment of 100 hours per year.

b) Suggested time allocation for each unit:

	Topic A	Topic B	Topic C	Review/Link
Introductory Activities	1-2	1-2	1-2	
Developmental Activities	7-9	7-9	7-9	
Culminating Activities	2-3	2-3	2-3	
Linking Topics/Final Exam				2
Total number of weeks	12	12	12	2

2.5 Developing a Topic/Unit



The Alberta social studies program is organized around topics. Knowledge, skill and attitude objectives must be integrated in activities using learning resources that are appropriate to the developmental stages and learning styles of individual students. While a variety of strategies may be employed, problem-solving and decision-making strategies (questions/problems/issues) must be included in the unit. The amount of time available to develop the objectives is an important factor that must be taken into account on an ongoing basis.

3. ELEMENTS OF A DAILY LESSON PLAN

1. Topic
2. Purpose or Main Idea
3. Lesson Objectives
 - a) Knowledge
 - b) Skills
 - c) Attitudes
4. Learning Resources
5. Methodology
 - a) Opening Activities
 - b) Developmental Activities
 - c) Closing Activities
6. Assignment
7. Time
8. Evaluation

Except in scope, a daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment has several purposes: to give students opportunities to apply the knowledge, skills and attitudes, to allow the teacher to give individual help and to give the teacher an opportunity to assess what the students have learned.

Students should be told the purpose of every lesson. Write the purpose or objectives on the blackboard.

EXAMPLE:

DAILY LESSON PLAN

Topic:

Purpose/Main Idea:

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Knowledge:		Opener:	
Skills:		Development:	
Attitudes:		Closure:	
Evaluation			

The amount of information in a daily lesson plan will vary according to the activities/strategies planned.

STRATEGIES AND ACTIVITIES

The following sections contain specific strategies, activities and evaluation ideas for each of the topics taught in Grades 7, 8 and 9. Organizational ideas are also included but these materials are not intended as a series of self-contained teaching units for each topic. The materials are only examples that serve to illustrate various approaches to cover the objectives of a particular topic. The TRM should be viewed as an "idea generator." It is assumed teachers will adapt the ideas and use the procedures and activities to meet the prescribed knowledge, skill and attitude objectives.

The teacher should consider how a topic (unit) or lesson will be introduced, how it will be developed, and how learning will be reinforced. There are various strategies and activities that a social studies teacher can use to promote learning. When selecting activities to meet the objectives, keep in mind the cognitive development, learning styles, interests and needs of the students. The following list contains some strategies, activities and resources that one may use in the selection and sequencing of learning activities. They may be grouped into categories (visual, auditory, tactile kinesthetic) to accommodate learning styles.

assignments	games	posters
audiotapes	globes	problem solving
	graphs	
biography	group work	questioning
bulletin board displays	guest speakers	
brainstorming		radio
	independent study	reading (content, bias)
cartoons	interviews	records
case study		role playing
charts	learning centres	reports (oral, written)
checklists	lectures	resource people
choral speaking	letters	
collages	library research	scrapbooks
computers and programs		seminars
concept development	magazines	simulations
cooking food of culture	maps	slides tape
cooperative learning studied	models	speeches
creative writing	murals	storytelling
	music	surveys
dances of places studied		
decision making	newspapers	tables
debates	note taking making	tape recordings
dioramas		television
discussions	oral presentations, reports	timelines
displays	outlining	
drama		videotapes
drawings	painting	
	panels round tables	webbing
editorials	paraphrasing	writing
essays	photograph study	
	picture study	
field studies	plays	
films	poetry	
filmstrips	position papers	

GRADE SEVEN

PEOPLE AND THEIR CULTURE

TOPIC A **Culture**

TOPIC B **Cultural Transition: A Case Study of Japan**

TOPIC C **Canada: A Bilingual and Multicultural Country**

FOCUS

The focus of study is culture in general, and the students' culture in particular. The study of another culture (the Japanese) provides the opportunity to apply cultural concepts.

RATIONALE

Each human society has particular patterns of behaviour that make up its culture. All cultures have some common characteristics; every culture also has some unique characteristics. Cultural change is a continuous process. In the past one hundred years, Japan has undergone major changes and as such is an example of a culture in transition. In addition, it is an important Pacific Rim nation that has economic ties with Canada and Alberta. The study of cultural interaction and adaptation in Canada necessitates an understanding of bilingualism and multiculturalism. A comparative study of cultures, within and outside a country, facilitates understanding of human behaviour and enhances students' global awareness.

TOPIC A Culture

The intent of this study is to help students develop an understanding of culture.

Students will study the culture in their own immediate environment: home, school and community. Based on this experience, students will develop a basic understanding of their culture, which will help in the study of any culture.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

Major: - What is culture?

Related: - How do members of our cultural group express their individuality?
 - To what extent should individuals be expected to conform to a culture?
 - How should we respond to change within our culture?
 - How do family, school and the community influence individuals?
 - What relationships exist between communication and culture?
 - How do customs, traditions and laws influence our way of life?
 - How do beliefs and values in a community affect its institutions?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - Culture is a learned way of life shared by a group of people.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS TERMS FACTS
Communication in all its forms is the means by which culture is learned.	communication	- language - media - arts
Socialization is achieved through interaction with others.	socialization	- institutions (family, education, religion, government, economy, recreation - role models) - laws - customs - traditions
Beliefs and values influence behaviour.	beliefs values	- religion - home - community - behaviour
Individuals assume a variety of roles.	role	- conformity - individuality - identity

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationships between geography and culture.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing - with teacher assistance.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about basic aspects of culture.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - communication, socialization, beliefs/values, roles.
- Make generalizations by stating relationships among concepts about culture.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on culture.

COMMUNICATION SKILLS

- Construct a retrieval chart outlining the major aspects of any culture.
- Write, from a single point of view (from the perspective of the student as a writer), a clear and effective short report, letter or explanation to defend a decision to encourage more conformity or individuality within some aspect of culture, emphasizing direct experience and background knowledge as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Respect for the rights, needs, opinions and concerns of self and others.
- Appreciation of the need for cooperation in group work and community life.
- Willingness to contribute to group efforts and accept the decision of the group.
- Confidence in expressing their own ideas.

GRADE 7 – TOPIC A: CULTURE

OVERVIEW:

The purpose of the study is to help students reach an understanding of culture.

The culture in which an individual is raised and the social groups to which he/she belongs exert a great deal of influence on his/her way of perceiving, thinking, feeling, and communicating. Since culture is such a broad topic, it is important that teachers limit the investigation in such a way as not to lose sight of the overall objective, which is to develop a framework for the study of culture (culture model).

The opening strategies encourage the recognition of the broad range of beliefs, habits and thoughts found in most Alberta classrooms. Students quickly reach an understanding of the range of possibilities, starting with their personal cultures and broadening to include less familiar ways of life. The mandated concepts are introduced along with strategies for their development.

The developmental activities use problem questions from the "Issues and Questions for Inquiry" as focal points to develop the concepts further and to bring in the various skills. Problem solving is dealt with in some detail, as are group skills strategies and decision making.

Culminating activities seek to bring the information together through choosing from a variety of strategies and providing a framework for a final exam.

INTRODUCTORY ACTIVITIES:

FOCUS: How do we show we are individuals?

1. To become familiar with the cultural backgrounds of your students, as well as to direct a focus on the topic and on regional concepts, use an opening activity (icebreaker) such as the following:

1.1 Who are you?

Find someone in class who:

- | | | | |
|--------------------------------|-------|----------------|-------|
| • was born in another country | _____ | where? | _____ |
| • celebrates Hanukkah | _____ | what is it? | _____ |
| • was born in another province | _____ | where? | _____ |
| • was born here | _____ | | |
| • speaks another language | _____ | what? | _____ |
| • plays a musical instrument | _____ | what? | _____ |
| • collects something | _____ | what? | _____ |
| • has eaten escargots | _____ | what are they? | _____ |
| • has been to a mosque | _____ | what is it? | _____ |
| etc. | | | |

Briefly summarize some of the results on the board/overhead transparency. Focus on the required concepts of communication, socialization, beliefs/values, role (conformity, individuality, identity).^{*} Recognize the key concept of culture.

^{*} See the Glossary for definitions.

1.2 Who am I?

1. Fill in a stickman autobiography

What language
do I speak?

What do I
especially believe?

Any special
clothing?

Where have I
travelled?



What do I think about?

What are my favourite
hobbies?

What are my favourite foods?

What are my favourite sports?

2. In a summary chart, compare similarities/differences within the class and record these on the board.
3. Predict for student of another culture.
4. Collate similarities and differences again.

This is Me – Alternative procedure:

1. Divide a piece of paper in four and complete top left.
2. Compare similarities differences.
3. Suggest reasons for the similarities differences.
4. Choose a second culture well known through TV – e.g., American.
5. Think of another culture previously studied (e.g., Aztec, Ancient Greece, China) and predict the answers.
6. Compare and suggest reasons.

Include:

 foods,
hobbies,
sports,
religion,
clothes

This is me	I am a _____
Class summary	If I were a _____

Choose another
cultural groupPredict for
another culture

2. Teacher-directed Discussion Group:

2.1 Have students read one or more of: "Making the Familiar Strange" Cultures in Canada: Strength in Diversity, pp. 5-6; "The Papuans," p. 4, "The Sacred Rac," pp. 5-7 (Student Booklet) How Should Culture Be Assessed? (Teaching Unit 7A).

2.2 Students describe the custom(s) of the culture that are unusual and or different. Then answer three questions:

- My first impression of this culture was _____.
- Identify three examples of customs that are different. (Use the list of related concepts from the program of studies as a guide.)
- Why are they different?

2.3 Select one example of a common custom in our culture and write a paragraph describing the custom as being highly unusual (e.g., pierced ears). Share the paragraphs orally with the rest of the class. Teacher may use a game show approach such as "Stump the Stars."

- a) Student "signs in" on blackboard.
- b) Student reads out example of custom.
- c) Members of class write out custom being described.
- d) Assign points to students who correctly identify custom.

3. With the class, work out:

- definition of culture
- definition of communication, socialization, beliefs values and role, along with examples to illustrate.



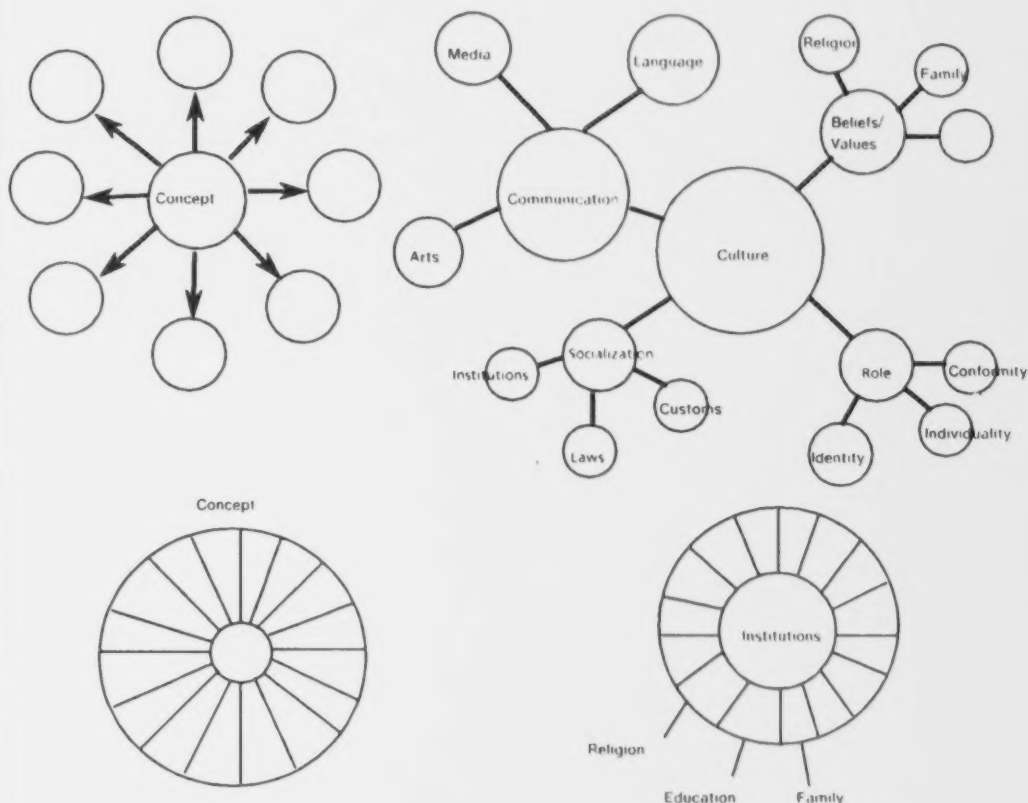
CONCEPT DEVELOPMENT STRATEGY

An essential in every topic, to help students understand concepts and their interrelationships. To develop concepts it is necessary to identify:

- the name
- characteristics
- examples non-examples
- working definition.

This can be done effectively by using concept wheels, mapping, webbing, etc. The teacher and class fill in the component parts by using teacher-directed discussion. New sections are added as learning occurs. Some spaces can be used for illustrations to evaluate understanding. The students are encouraged to complete a concept wheel or map for their notebook, in addition to the large bulletin board sample.

As well as an excellent teaching strategy, concept mapping and webbing are methods of note taking. They can be used as a brainstorming or categorizing activity.



Note: See Mind-Mapping (9B)

Concepts should always be displayed creatively so that they are an available reference for the visual learner.

4. Evaluation:

- Each student will construct a collage to reflect each of the cultural patterns: religion, language, education, government, recreation, technology.
 - Each cultural universal will be listed on a data page and will be supported by a description of the pictures included on the collage.
 - Write a paragraph – Culture is
5. Use "The Parable of the Blind Men and the Elephant," pp. 18-19 (Student Booklet) How Should Culture Be Assessed? (Teaching Unit 7A).
 6. Real or imagined field study to identify cultural features in your community; e.g., religious differences, food/restaurants.
 7. Brainstorm: "What is meant by culture?"
 8. Role play conformity versus individualism; e.g., with regard to clothing.
 9. Develop a set of survey questions with which to interview parents to determine the factors that influence their lives.
 10. Read a story about a culture; identify features of this culture. Example: Ainu of Japan (see "Marooned").

EVALUATION: Students will have acquired an introductory understanding of the concepts of culture, communication, socialization, beliefs/values and role; and will be able to provide examples to illustrate their understanding (e.g., develop a test that requires students to define the concepts and match them with examples).

DEVELOPMENTAL ACTIVITIES:

INTRODUCTION: In this section, the activities will examine the topic of culture, broadening the understanding of the concepts with examples from various sources, and developing process (planning, data-gathering, analytical), communication and participation skills. The major objective in the development of attitude will focus on encouraging the awareness and acceptance of people of other cultures. The work developed will be useful as a model for understanding other cultures.

FOCUS: What is culture?

1. Briefly review and ask for examples of the required concepts from the opener: communication, language, socialization, beliefs/values, roles.
2. Use relevant and known information along with required skills to develop the concept of understanding.
 - Use group skills strategies to identify what aspects of our community's culture would go into a time capsule (see Samuals Haslett: Understanding Culture, pp. 2-3). Place a 20-minute time limit on groups.



GROUP WORK/SMALL GROUP DISCUSSION -TEACHER GUIDELINES

Active participation is at the heart of democratic citizenship. Many important decisions in public and private life are made in group settings. Participation skills are essential for cooperative, democratic groups to function. These skills are not developed automatically by putting students in small group situations. The following are suggested ways of improving the effectiveness of group work.

Purposes of Group Work

1. Increase active participation, cooperation and communication with others.
2. Engage in research.
3. Develop problem-solving and decision-making skills.
4. Encourage self-directed learning.

Group Management Procedures

1. Provide students with the purpose in advance. (Students perform better and are more highly motivated when students understand what is expected of them.)
2. Provide instructions.
 - What is the task? (knowledge, skill and attitude objectives)
 - How long will it take to complete the task? (time)
 - How will the students be evaluated? (criteria)
 - How will the results be presented? (allow for alternatives)
3. Create groups by:
 - teacher selection (ability grouping, student needs)
 - student selection (interest groups - choose topic, choose individuals with knowledge and skills; peer groups - choose friends)
 - random selection.
4. Daily routine:
 - tell students what will be the signal to get the attention of all students
 - class begins with general introduction and instructions
 - students move into small groups at pre-determined locations (quickly and quietly)
 - toward end of period, teacher will call students to return to large group for summary and closure.
5. Have the needed resources ready.
6. Establish appropriate noise level (productive noise level quiet voices).

Group Effectiveness Strategies

1. Model appropriate group behaviour for students:
 - use skills required as leader, recorder, group member
 - use techniques of questioning, paraphrasing, etc.
 - encourage non-contributing members of class to participate in class discussions (using names, eye contact, etc.).
2. Prepare students for group work gradually:
 - begin with pairs; expand to a maximum of five for small groups
 - delegate group roles: leader, recorder, questioner, paraphraser, encourager, summarizer
 - frequently reassign roles.

(As students develop participation skills, they may not need assigned roles.)
3. Select tasks that are well-defined and can be accomplished in a short period of time:
 - begin with specific concrete tasks; expand to more open-ended.
4. Develop (with class) a set of rules for group discussion similar to the following:
 - select a discussion leader and recorder (maximum one minute)
 - listen to and respect ideas of others
 - stick to the point
 - everyone makes a contribution raises questions takes turns
 - recorder provides information to class.
5. Monitor students closely: keep students on task, encourage non-contributors, allow for feedback and evaluation.
6. Provide students with opportunities to practise the skills.
7. Vary group composition throughout the school year.

Note: See Class Discussion Guidelines (7C); Cooperative Learning (9C)



GROUP PARTICIPATION SKILLS

Two important groups of participation skills are interpersonal relations and group process and discussion. These skills are those related to the successful functioning of a group and those related to the successful completion of a task. These skills, essential for cooperative and democratic groups to function, are interrelated and difficult to separate in practice.

Interpersonal Relations

1. Demonstrates respect for the rights and opinions of others:
 - open-minded and non-judgmental (critical of ideas not people)
 - listens carefully to others and reflects on their ideas (able to recall other group members' ideas)
 - welcomes feedback (willing to modify ideas).
2. Offers encouragement and approval to others (compliments others for their contributions).
3. Gives feedback in a non-threatening manner:
 - avoids loaded words
 - avoids negative body language.
4. Expresses disagreement in an acceptable manner.
5. Resolves conflict through compromise and cooperation.

Group Process and Discussion

1. Understands the task before proceeding.
2. Prepares for the task (prior reading and research).
3. Commences work right away (task oriented).
4. Proposes procedures and rules for organizing the group.
(For example: decides on work that can be done efficiently by individuals and that which calls for group effort.)
5. Contributes to various functions of group member:
 - leader (calls group to order, keeps group on task, calls on all group members, summarizes group ideas)
 - recorder (keeps notes).
6. Contributes to group processes:
 - stays on topic (ignores irrelevant conversation)
 - supports ideas with facts and reasons
 - extends the ideas of others
 - asks questions
 - paraphrases to check understanding before agreeing or disagreeing or adding a contribution
 - defends point of view
 - expresses ideas clearly
 - draws conclusions only after listening to others' contributions
 - works toward a conclusion or a decision using various methods (majority, often by voting; consensus; or unanimity).
7. Works on task until it is completed.

Note: See Class Discussion Guidelines (7C); Cooperative Learning (9C)



EVALUATION: SMALL GROUP DISCUSSION

Build an EVALUATION checklist or rating sheet based on some of the following criteria:

1. Helps define the topic.
2. Listens while others speak.
3. Tries to clarify, not "win" arguments.
4. Interjects ideas at appropriate points.
5. Considers ideas contrary to his or her own.
6. Sticks to the topic.
7. Does not repeat ideas given by others.
8. Gets to the point without delay.
9. Speaks so all can hear.
10. Supports ideas with facts.
11. Uses concepts accurately.
12. Helps evaluate discussion.

DEBRIEF using retrieval chart methods to identify or recognize the cultural universals. Record each group in a different colour; e.g., 1. Technology (pink), 2. Education (blue), etc.

FOCUS: How does a culture develop?

Use the **PROBLEM-SOLVING** Model and the "Marooned" (kit) as a resource:

1. What is the problem?
 - Develop the topic question to ensure clarity and focus. This can be done through the "Marooned" tape, to set the stage for the simulation to "construct" a culture.
2. Plan: What do we need to know?
 - Using group skills strategies, brainstorm some questions that have to be answered (see "Issues and Questions for Inquiry" from the program of studies for additional questions) and the resources and procedures to be used. (Class will study this in groups, using "Marooned" kit.)
3. Gather data:
 - Reading: "Exploration Reports." Find the main ideas of each and record these under the appropriate headings and sub-headings.
 - Maps: Use the map of the island to review teach legend; common symbols; the use of scale, distance and area; finding direction and location (including latitude and longitude). Add the meaning of geographical terms used on the island. At the Grade 7 level, these should include peninsula, isthmus, archipelago, ridge, pass.

- Design a model of the island, using:

4 cups flour
1 cup salt
4 tablespoons salad oil
water food colouring

Directions: Mix dry ingredients. Add salad oil and food colouring, if used. Add water slowly and sparingly to make a very stiff dough.

- Use the exploration cards to develop awareness and understanding of the impact physical environment can have on culture.
 - Answer the question "How are geography and culture related?" by recognizing the influence of climate on food, clothing, shelter; also landforms, soil, etc.
 - Cartoons, pictures, photos – identify point of view and purpose.
 - Use local sources (e.g., newspapers, TV) to acquire information to broaden some aspects of the study.
 - Relate variables from relevant charts, tables and graphs, by using retrieval chart strategies.
4. Organize the data:
- Make notes while teacher describes a cultural situation on the island (e.g. two groups meet: one believes that . . .).
 - Hypothesize what is necessary to survive (e.g., respect, cooperation, leadership), then select from the Survival Cards –
Card 3 – Draw or build tools that would be needed on the island. Put them on display.
Card 5 – Create a recipe that it would be possible to make on the island, with appropriate direction (combine to make a cookbook).
Card 6 – Draw or build a shelter and present the finished project to the class.
Card 7 – Design a set of clothes and, if possible set aside a time to model them.
Card 8 – Construct some form of transportation, using materials one might find on an island. Display.
5. Analyse the data:
- Compare the results from two student learning sources with differing points of view, to check for truth/fallacy/bias.
 - Check and analyse the values underlying the different positions: Which are the more important values? Which are held as a result of prejudice?
6. Synthesize information:
- Draw conclusions about cultural universals by using a retrieval chart.
 - Categorize the information under the concept headings communication, socialization, beliefs/values, role.
 - Use group skills strategies to tie concepts together in forming generalizations. Focus each group on the relevant questions from "Issues and Questions for Inquiry" of the program of studies; e.g., How do family, school and community influence individuals? What relationships exist between communication and culture? How do customs, traditions and laws influence our way of life? How do beliefs and values in a community affect its institutions? Students can be shown how each question can result in a generalization centred on the main concept; through using the first question as an example. Each question should result in a generalization.
 - Write a clear and effective short report, from a single point of view, defending a conclusion(s) made on the question "How does a culture develop?" Examples from the study will be used to defend the point of view.
7. Evaluate:
- Students should demonstrate understanding of each concept, ability to use examples, group skills abilities, ability in writing.
 - Review the answers and assess how well the process has worked: What additional information is needed?

FOCUS: To what extent should individuals be expected to conform to a culture?

Select from the following activities:

1. Use the **DECISION-MAKING** Model to develop possible solutions to the issue:
 - a) Read "The Pig Hunt" pp. 6-9 in "Island Experiences" Marooned (Kit). Use a few questions to:
 - Ensure student understanding; e.g., What? When? Where?
 - Encourage student thought; e.g., Why? How? What if?
 - b) Students are to decide on the conflict between individual hunting rights and the group right to increase food supply. Focus on the decision to be made and use the chart to focus the decision making.

INDIVIDUAL HUNTING RIGHTS	
Arguments For	Arguments Against
-	-
-	-
-	-
Additional arguments raised by others.	
GROUP RIGHT TO INCREASE FOOD SUPPLY	
Arguments For	Arguments Against
-	-
-	-
-	-
Additional arguments raised by others.	

My solution to the problem would be ... ; because ...

Would your solution work for all the conflicts on the island? Why or why not?

2. Students will complete a large synthesis chart to demonstrate their positions on individuality and conformity in a culture. Each student will choose one cultural concept and illustrate his or her position on the importance of individuality or conformity by using drawings, poems, cartoons, etc. These will be presented to the class and then displayed on a poster.
3. Write, from a personal point of view, a clear and effective short report defending a decision to encourage more conformity or individuality. This should focus on some aspect of culture. For example:
 - Why do some cultures eat foods that seem peculiar to you?
 - Why do some cultures wear bones in their ears?

Evaluation will focus on how well students use background experience as well as learning (examples) in providing the information.

ALTERNATIVE STRATEGIES FOR RESEARCH/ENRICHMENT:

1. For enrichment, have students construct their own culture and activities from a teacher/student-designed outline based on their learning; e.g., space station, isolated jungle area.
2. Design an eye-witness account for a CBC production on a real/imaginary culture, to demonstrate the major concepts of culture.
3. Assume the role of an anthropologist and locate a time capsule that has been buried for 200 years. Analyse it by identifying the universals.

CULMINATING ACTIVITIES:

Select from the following activities.

1. Plan a "Day of Marooned." This is a special day that can be used to display all the items that have been constructed – shelter, tools, clothes, etc. Students are asked to dress in clothing appropriate to the island environment. Food, games, and other entertainment can be prepared to illustrate the universals. Since it is a celebration, gifts from the island resources can be made and exchanged. This activity is an excellent way of evaluating group effectiveness.
2. Students are divided into groups and given a minimum of 25 small miscellaneous items (e.g., key chains, pencil sharpeners, parts of toys, etc.). The assigned task is to have students construct an imaginary culture, using the learned cultural patterns as a model. The objects become symbols of the patterns with which to accomplish the task.
3. Each student will be given a choice of brief scenarios outlining a possible culture. The student will then write a story about this imaginary culture to reflect individuality, conformity and the cultural universals; e.g., being stranded on planet Jupiter; meeting an X in the jungles of Nicaragua.
4. Use one of the related questions from the program of studies to provide a basis for debate.

ALTERNATIVE ACTIVITIES:

1. Conduct an interview with an imaginary visitor from another culture, using questions concerning the cultural patterns.
2. Construct a film/comic strip to illustrate WHAT IS CULTURE?
3. Create a scenario in which your family moves to another country. Predict changes you would make in order to adapt, and identify what you would not change.

EVALUATION: Use the generalizations, concepts and related concepts from the program of studies as a basis to make a unit examination that will require students to provide examples from their experiences.

TOPIC B Cultural Transition: A Case Study of Japan

The intent of this study is to help students understand cultural transition.

Students will study the changes that have occurred in Japanese culture in the past century.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major :
- How does culture change?
 - To what extent should change within a culture be encouraged?
- Related:
- What changes have taken place in Japanese culture?
 - What influences cultures to change?
 - What aspects of traditional Japanese culture have been retained?
 - What impact has contact with other societies had on Japanese culture?
 - How do people respond to cultural change?
 - What influences has Japanese culture had on your culture?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - Cultural transition occurs as a result of internal and external influences.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Change results from one or a combination of causes.	agents of change	- technology - natural environment (resources, geographic isolation) - contact with other cultures - invention - aftermath of World War II
Change is a continuous process occurring unevenly within cultures.	transition	- lifestyles • communication • socialization (institutions, etc.) • beliefs.values • role (worker, family, etc.) - adaptation
Some aspects of culture are more enduring than others.	cultural retention	- traditional way of life • communication • socialization (institutions, etc.) • beliefs.values • role (worker, family, etc.)

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps (political, physical, climate, vegetation) to identify relationships between geography and Japanese culture.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing - with teacher assistance.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about cultural transition in Japan.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - agents of change, transition, cultural retention.
- Make generalizations by stating relationships among concepts about cultural transition.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on cultural transition in Japan.

COMMUNICATION SKILLS

- Construct a chart outlining the major aspects of Japanese culture.
- Convey thoughts, feelings and information in an oral presentation, speech or debate to classroom groups on cultural transition. (Use appropriate vocabulary, voice production factors and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation of change as a common feature of life in all cultures.
- Empathy for people experiencing change.
- Willingness to consider opinions and interpretations different from their own.
- Sensitivity to the customs and beliefs of cultural groups other than their own.

GRADE 7 – TOPIC B: CULTURAL TRANSITION: A CASE STUDY OF JAPAN

OVERVIEW:

In studying this unit, the focus will be on developing positive attitudes toward cultural transition as students examine changes in Japanese culture in the past century.

Japan offers many possibilities for taking the model developed in Topic 7A and applying this model in the examination of culture. The enormous changes that Japanese society has undergone in the last 100 years present the opportunity to see how this particular culture has responded to change.

Cultural transition is continuous and occurs as a result of influences that bring about change within the culture.

INTRODUCTORY ACTIVITIES:

FOCUS: What do we know of culture in Japan?

1. Before beginning the unit, ask students to bring to school, for the next social studies class, any combination of advertisements, labels or small articles made in Japan.
2. Use brainstorming strategies to collect information on the topic "What we know about Japan." Ensure that there is follow-up to the ideas generated in the activity.



BRAINSTORMING STRATEGY

Brainstorming has students list, briefly and rapidly, as many thoughts as possible on a given topic, problem or issue.

Explain the purpose, rules and outcome of brainstorming.

Purpose: to collect and create ideas on a topic, problem or issue

- Rules:**
- all answers count
 - all ideas are recorded, without comment/criticism (quantity not quality)
 - keep stretching
 - expand on other's answers ("hitchhike" on ideas)
 - set a time limit and stick to it

Outcome: a list of many items offering a broad overview. Items may be grouped under different categories. May wish to prioritize or rank order items depending upon the activity.

BRAINWRITING STRATEGY

Brainwriting is an idea generation technique analogous to brainstorming. All members of the group work in parallel, instead of in sequence, by writing down as many ideas as they can think of on a given topic, problem or issue. Brainwriting may be more advantageous than brainstorming in that the participants read what others have written and have time to reflect on ideas without interference.

The purpose, rules and outcome are similar to brainstorming.

Procedure:

- no conversation
- write down all ideas
- exchange sheet of ideas with another placed in centre of group
- read ideas of other participants and add any new ideas
- continue this process (each person is thereby continually either reading ideas of other participants or contributing to the pool of ideas)
- process continues until time runs out, or the group exhausts its ideas.

3. Students show examples of Japanese products or make a collage of advertisements depicting Japanese products.
4. Students label their examples create a bulletin board display with items.
5. Write the main concepts on the blackboard (agents of change, transition, culture, retention). Explain each to students and use concept development strategies (see Topic 7A) to identify definitions and examples.

ALTERNATIVE STRATEGY

Surprise Package

1. Collect a series of interesting objects from Japan, boxed and wrapped in gift paper.
2. Present the box to the class and have each student examine it by handling or shaking the contents.
3. Have students ask questions as they try to find out what is inside. Record these as the teacher answers the questions. (Draw students' attention to the fact that, if they ask the right questions, they will find out what is in the box.)
4. Tell students they will be studying a new country and it will be like unwrapping a surprise package. Have students guess which country it might be.
5. "Pass the parcel" to keep the interest high. When the parcel is opened the students should be able to identify the country as Japan.

EVALUATION: Students may be evaluated for use of participation skills in brainstorming and in abilities to give an explanation of a concept with an example.

OTHER OPENING STRATEGIES

1. Introduce ORIGAMI (paper folding), an art form that has been refined in Japan. Provide students with directions for making some Japanese paper objects.
2. Obtain recipes for some Japanese dishes. Prepare a Japanese meal with the class and eat together at lunch hour. If possible, research the tea ceremony, and include with a debriefing.
3. Invite a Japanese Canadian to visit the class to talk about Japan and the Japanese. (Consulate General of Japan is helpful in arranging for Japanese visitors and supplying free materials.)
Write:
Japanese Consulate
2480 Manulife Place,
10180 - 101 Street,
Edmonton, Alberta,
T5J 3S4
Phone: 422-3757/423-4750 or write Japanese Embassy, 255 Sussex Drive, Ottawa, Ontario, K1N 9E6. Request in particular the booklets, "Japan Nearby" and "The Life of Junior High School Students in Japan."
4. Show a film/video about Japan.
5. To focus on Japanese culture, play a variety of Japanese music; write examples of Japanese script and learn what some of the characters mean; read a Japanese legend (e.g., Gerald McDermind's *The Stone Cutter*), as well as other examples of Japanese origin.
6. Start an ongoing correspondence with a Japanese company; ask for information on the company's products, history, location, employment, traditions. Use a world map to trace the route taken by the letters.

DEVELOPMENTAL ACTIVITIES:

Planning for the Study

Students will recall the steps used in developing Topic 7A. To study Japan and Japanese culture, we need to set out a plan to decide which general questions have to be answered and where we have to look to find the answers.

1. Ask students: What questions would you need to ask in order to find out about culture in Japan? (Display the best questions in large posters so that students have a guide for their research.)



QUESTION FORMULATION

Using a group skills strategy:

- individuals generate three questions each (allow three minutes)
- join with another – combine lists, maximum four questions (allow four minutes)
- join with another pair – combine lists, maximum five questions (allow five minutes)
- join with another four – combine lists, maximum six questions (allow six minutes)

Recorder reads list to class, teacher records questions on board, narrows down to six to eight questions.

Examples of questions that may be developed are as follows:

- How has culture developed in Japan? (geography, history)
 - How do Japanese show their individuality?
 - How much conformity is there in Japanese culture?
 - How do people respond to change?
 - What changes have taken place in Japanese culture? (transition)
 - What things have remained the same? Causes? (cultural retention)
 - How have the Japanese influenced us? (technology)
 - What influences cultures to change? (agents of change)
2. Decide where the information will come from (textbooks, reference books, historical sources, films, videos, interviews, guest speakers, newspapers). As you progress through the study, record the sources of information in appropriate bibliographic form.

FOCUS: What influence has Japan's geography had on its culture?

1. Remind students of the influence that landforms, climate, vegetation, natural resources (including soils, minerals, water, trees) can have on culture. Use examples developed in Topic 7A as well as other examples known by students (e.g., influence of climate on Inuit culture; more than 20 names for snow, etc.).
2. Develop a brief (three to four lessons) study of Japan's geography. Complete a map to expand understanding of Japan's location. Complete a map to show major cities, natural resources.



GEOGRAPHIC OVERVIEW

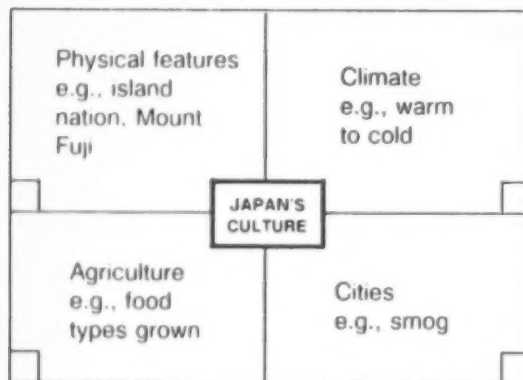
Substitute other areas for examples identified in parentheses.

1. **LOCATION:** Start with a globe, then a world map, then (Japan's) location relative to other countries and seas, then exactly in terms of latitude and longitude. For evaluation, complete a world map showing oceans, continents, major sea areas. Colour and name the boundaries of Canada and (Japan) and neighbouring countries. **Note:** Each map developed should have these major features: a title that identifies what is on the map; a legend of symbols, abbreviations and colours; lettering – horizontal for names of places and countries, and following the course of rivers and mountain ranges.
 - absolute and relative location
2. **PLACE:** Use an atlas map to identify the major physical features (mountains, plains). Examine the climate (average temperatures, precipitation and prevailing winds), first in global terms (compare with known examples), then in specific terms, by using information. Ensure students recognize the wide variations in climate from north to south. For evaluation, complete a map to show climatic regions of that part of (Asia), and a climograph of (Tokyo) (or representative location). Using an atlas, briefly review major aspects of vegetation, soil and water resources. Then complete map OR develop a 3D model to show physical geography. Use an atlas to discover main points of human geography: Where the people live (and where they don't live); why they live in these places (link to physical geography; e.g., natural harbours, rivers, mountain areas).
 - physical factors (landforms, bodies of water, climate, vegetation, natural resources)
 - human factors (settlement patterns, occupations, recreation)
3. **ENVIRONMENTAL INTERACTION:** Use atlas and text information to review briefly where the people live and how they interact with the environment in the development of natural resources, food, housing, clothing and occupation. For evaluation, develop a map to show major cities, natural resources.
 - adaptation, resource development (consequences)
4. **MOVEMENT:** Add transportation to the map developed in 3. Estimate travel times 100 years ago and today. Discuss how ideas travel (TV, books, tourists). Why was movement difficult until 100 years ago (geographic restrictions)?
 - transportation, communication, trade patterns, interdependence
5. **REGIONS:** Using maps, identify some of the regions of (Japan).
 - physical, political, economic regions

Note: See Geographic Guidelines (8A)

3. a) Hypothesize some possible influences that the environment might have on the cultural universals in Japan; record them for later examination. Additionally, examine the ways in which people have changed the environment.
- b) Discuss the part that the environment might play in changing culture. Especially note the position of Japan in the world – the island factor, which encouraged differences in cultural change and kept outside influences to a minimum until the last century.
4. Compare Japan's physical size to that of Alberta by drawing (superimposing) a map of Japan on a map of Alberta, (using the same scale). Compare Japan's population distribution to that of Canada's.

5. In small groups, make some large maps of Japan from different coloured construction paper. Students will decide their own symbols and colours and include titles, legends and proper lettering OR complete a 3D model of Japan using playdough or flour and salt mix (see Topic 7A); add colour, symbols.
6. Develop a summary chart "Geographical Influences on Japan's Culture" and make a poster.



7. Enrichment; complete a city study describing location, place, people and environment; use sketch maps.

EVALUATION: Use a folded piece of 25 cm X 41 cm paper to build a personal atlas: use it to keep all the activities together. Add a student glossary, and when all activities are completed, make a list of the contents. Add to this atlas package as you go through the unit. Hand in to the teacher after each section is completed (e.g., geography, history, culture).

FOCUS: How has culture developed in Japan?

Students will develop an understanding of Japanese History.

1. Students will read about life in Japan as it was 150 years ago. (Use a variety of sources to compare reliability of information.) Make notes outlining the main and related ideas from the reading.

Develop the concept "lifestyles" and focus on the concepts developed in Topic 7A - communication, socialization, beliefs values and role as a basis for research (e.g., "What methods of communication were used in traditional Japan?").

2. Use films, political cartoons or written information, that focus on an aspect of Japanese history (1850-1945).
 - 2.1 Prepare an outline for students that focuses on a few main ideas. Students will use the outline to make notes on the related ideas.
 - 2.2 Have students examine their notes to determine if the information is identical, similar, parallel, or inconsistent, unrelated or contradictory.
 - 2.3 Have students identify underlying values or viewpoints presented and determine value priorities and value conflicts.

3. Begin an ongoing retrieval chart that presents cultural universals under heading "Japan Then" (see below).



RETRIEVAL CHART

The purpose of a retrieval chart is to provide a quick organized method of gathering organizing data. It is meant to be brief and concise so that only essential data is recorded. It allows for students to compare and extract data more easily in order to arrive at conclusion(s) and form generalizations.

SAMPLE RETRIEVAL CHART

	JAPAN THEN	INFLUENCE	JAPAN NOW
OCCUPATIONS			
FAMILY STRUCTURE			
GOVERNMENT			
CLOTHING			
TECHNOLOGY			
BELIEF SYSTEM			
EDUCATION			
FOOD			

Which aspects of Japanese culture appear to have been retained?

What are the main influences that have caused change?

What are the main areas of change?

General Conclusions Concerning Change:

- 1.
- 2.
- 3.

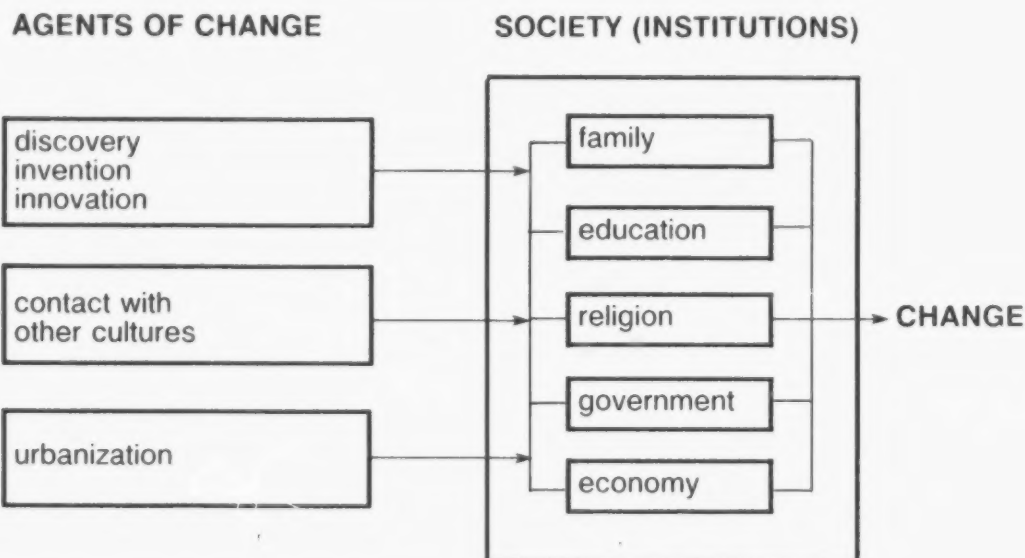
4. In pairs or small groups, prepare a presentation on one of those universals. Follow researching procedures.
5. Make an illustration page using symbols that represent traditional Japan (e.g., Japanese pagoda, samurai sword).

6. **Timeline:** Teacher assigns groups within the class one of each of the following historical periods: Feudal Japan, Opening of Japan, Japan at War, Post War Japan, Modern Japan. Alert students to gather data on impact of other cultures on Japan and record on original retrieval chart. At this point develop concept change by completing two charts; one for similarities and one for differences. Have students consult with their parents. (Timeline skills may require instruction and/or review at this time.)

Categories	"My Life Right Now"	"My Parents at a Similar Age"
Clothing		
Housing		
Religion		
Education		
Leisure		
Other		

7. Students research what it was like to live during this period. Emphasize economic, political, social aspects. Present findings to the class by means of a five-metre mural OR a small newspaper depicting the era.
8. Teacher debriefs previous activity with a series of concept development questions based on the question, "How has culture changed in Japan?"

Use concept mapping webbing to illustrate the process of social change.



- a) What changes did you notice? Which cultural concepts seem to be more flexible?
- b) What aspects have stayed the same? Develop concept cultural retention in terms of traditional way of life focusing on communication, socialization, beliefs values and role in society.

- c) What caused the changes? (Develop concept agents of change focusing on technology and invention, environment, war and cultural contact.)
 - d) What do you think the attitude of the people was to these changes? (Suggestion: assign specific roles to students concerning change(s); e.g., retired army general, junior high student, etc.?) Role play the possible attitudes of these people toward change(s).
 - e) What are the consequences of the change(s) on Japanese society? (Develop the concept process of change.)
9. Remind students of the effects of such things as geography, history and technology on culture in Japan and attempt to arrive at the generalization: "Change results from one or a combination of causes."

FOCUS: How do people respond to cultural change?

Use a case study approach to answer the question "How have the Japanese responded to cultural change?"

1. Focus on the role of individualism versus conformity in Japan today. Use film text to help students provide answers to the questions. How do Japanese show their individuality (art, music, creativity, invention, etc.)? How much conformity is there in Japanese culture (role of large corporations, acceptance of rules, low crime rate, etc.)? Students can devise creative and individual ways to express their own understanding of this question as it applies to Japan (e.g., How have individual Japanese people responded to change?), or can conform with a teacher-directed strategy such as writing a paragraph identifying alternative answers to the question.
2. Using small group procedures as in topic 7A, come up with answers to the main question above. Focus on the major concepts of transition and cultural retention and deal with each in terms of communication, socialization, beliefs values and role.
 - How do people change in terms of communication? (beliefs values, etc.)
 - How do they like changes in roles? (Use examples from student personal experience and Canada today as well as Japan.)
 - Is change continuous or does it happen all at once?
 - Is everyone affected equally?
3. Provide an accepted definition of cultural transition and ask for examples which illustrate its meaning (from a few cultures). Ask students to arrive at a general statement (generalization) in one sentence which covers the various examples: "Change is a continuous process which occurs unevenly within cultures."



DEVELOPING GENERALIZATIONS

Generalizations are summarizing and concluding statements which synthesize information. Each generalization shows a relationship between two or more concepts. Usually, the generalization uses qualifying words so that it is always true. They act as ways of organizing information so that it can be remembered.

Example

- Change is a continuous process occurring unevenly within cultures.
- Many past and current changes have been the result of borrowing and adapting ideas from others.
- Some aspects of culture are more enduring than others.

Inductive or deductive methods can be used to develop understanding of generalizations.

Inductive: Collect data – analyse by identifying common elements – state a general statement generalization – check against further data.

Avoid: expecting a broad generalization immediately after a reading/film viewing, etc.; the data will need to be selected and identified first to provide an appropriate information base.

Deductive: Present generalization – identify concepts – provide supporting evidence – students find additional information to verify generalization OR predict in the light of generalizations – justify through explaining logical relationships – verify in terms of additional information.

Note: See Generalizations (9B).

4. Students will write a paragraph entitled "The traditions we like to keep" that will explain and provide examples of cultural retention. Some examples include traditional holidays (Thanksgiving traditions, Christmas traditions, etc.), ways of dress (kimono, suits for formal occasions, wedding dress, etc.), ways of formal address (bowing in Japan, handshake in Canada). Complete this with a generalization "Some aspects of culture are more enduring than others."



HOW TO WRITE A PARAGRAPH

The paragraph is the fundamental element of any written composition. Students will have been taught how to write paragraphs but many need review on this topic and some do not transfer the skills well from Language Arts. As with all skills, students will need to know the rules and will benefit from seeing some successful (and non-successful) outcomes.

- First, show the students some examples of model paragraphs, preferably written by anonymous students.
- Second, show examples of non-successful paragraphs.
- Third, explain the rules of paragraph writing.

Development

1. Decide the purpose (theme).
2. Collect the information.
3. Arrange the information in order in an outline.

Writing

1. Start with an introductory sentence: (usually this is the TOPIC SENTENCE which expresses the main idea).
2. Develop with two to six (usually) supporting sentences in sequenced order, using the collective information.
3. Finish each paragraph with a concluding sentence.
4. Read over: does the paragraph deal with the topic? Stay with one theme? Explain and support the main idea?



PEER EVALUATION: PARAGRAPH

Students will exchange paragraph for peer evaluation and check the following:

- Does this paragraph fulfill the assignment instructions?
- Does this paragraph contain a good topic sentence?
- Does this paragraph have a good concluding sentence?
- Is this paragraph well organized?
- Does this paragraph use good grammar, spelling and punctuation?
- Does this paragraph use a variety of sentences?
- Does this paragraph use interesting and descriptive words?

5. Students (individually or in groups) may prepare a script for an oral presentation (such as a television documentary) entitled "Nippon in Transition" or "Pearl of the Orient - An Insiders' Viewpoint." This presentation will convey thoughts and feelings as well as information. Each individual group is assigned a particular cultural aspect of Japanese life to present to the class (family life today; education today; computers and their use today; technology and Japanese leadership; transportation today; professional sports). Creativity in the form of interviews, role playing, graphics is encouraged. All members of the group must participate in the presentation.

Students will add to the original retrieval chart in the column "Japan Now," as they listen to the presentations.



ORAL PRESENTATIONS/SPEECHES

Oral presentations and speeches follow a similar process to writing. As in the prewriting stage, research and organizing information are necessary steps preceeding a speaking task.

The steps necessary for effective speaking are:

1. Preparing an oral presentation/speech

- select a topic
- carry out research
- make an outline (organize information)
- make notes
 - important points to cover (these should be as reminders only, not to be read)
- practise
 - know topic and sequence
 - plan effective and interesting opening
 - practise often and in front of those who can offer constructive criticism

2. Speak clearly, distinctly and with clarity

- time the length of report
- enunciate clearly and crisply
- pronunciation is important
- audibility, volume and pitch are important qualities
- variety (vary voice, avoid monotonous pattern)
- speed (slowly rather than quickly, pause occasionally)
- correct sentence structure

3. Delivery

- look at audience (establish eye contact)
- start slowly
- aim voice at someone at back of the room
- good posture, relaxed stance
- avoid mannerisms that may distract (pacing, hand movements)
- use enthusiasm confidence to control attention


EVALUATION: ORAL PRESENTATIONS/SPEECHES

Note: change and/or adapt according to need	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
1. MATERIAL:						
a) ORGANIZATION - introduction, development, conclusion - clear, concise, logical order - effective, interesting opening						X2
b) CONTENT - topic clearly defined and explained - information relates to topic - enough information - facts and examples (correct/appropriate) - identifies/supports main ideas - opinions supported						X4
2. DELIVERY						
a) LANGUAGE - appropriate vocabulary - grammar (complete sentences) - clarity						X2
b) VOICE - audibility/volume/pitch - enunciation - pronunciation - variety/speed - enthusiasm/confidence						
c) PHYSICAL - eye contact - posture/appearance - gestures						
3. SUPPORT: (OPTIONAL) - visual/audio aid usage - question and answer section (answers brief/accurate)						(X2)
COMMENTS:						
Total = 50 (60)						

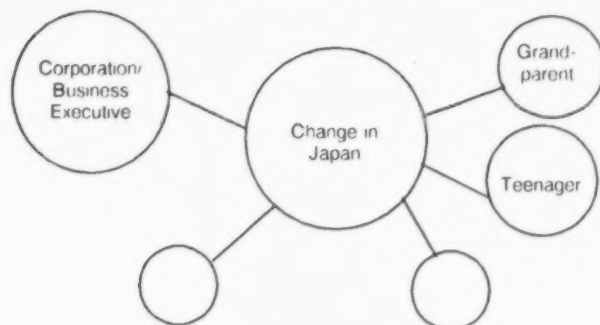

PEER EVALUATION: ORAL PRESENTATIONS/SPEECHES

	Very Good 3	Satisfactory 2	Poor 1
1. Gave an interesting introduction			
2. Presented clear explanation of topic			
3. Presented information in acceptable order			
4. Used complete sentences			
5. Offered a concluding summary			
6. Spoke clearly, correctly, distinctly and confidently			
7. Maintained eye contact			
8. Maintained acceptable posture			
9. Presentation was interesting			
10. Used visual audio aids well			
11. Handled questions and comments from the class very well			
Total /33			

EVALUATION: Students will be evaluated according to appropriateness of vocabulary, voice projection, gestures as well as abilities to communicate feelings, opinions and information.

CULMINATING ACTIVITIES:

1. Select any one of the cultural patterns that reflect change, and write an explanation explaining how that universal has changed and what caused the change. The explanation needs to use examples from this unit as well as from Canadian life today. It would also show understanding and appreciation of change as a constant in all cultures and show empathy for people experiencing change.



Reactions to
Change

2. Plan a panel discussion. The purpose of the activity would be:
 - to synthesize the data on change through resolving the major issue
 - to achieve understanding of the major generalization "cultural transition occurs as a result of a variety of influences."

Role playing using a panel discussion format.

- Students are grouped.
- Write issue on board (To what extent should change within a culture be encouraged?).
- Teacher creates a situation involving change (e.g., the X, Y, Z Restaurant chain wants to build a restaurant on the site of a traditional teahouse. City planners want your opinion).
- Assign each group a role card describing the character to be played (e.g., X, Y, Z executive; Japanese teenager; teahouse owner; parent; grandparent).
- The group selects one member to be the panelist, one member to introduce the panelist, and the other members of the group assist with the remarks of the panelist. The group should prepare two questions to ask the panelist concerning change. The teacher directs the panel. Each panelist speaks; the two prepared questions are asked, and students are given an opportunity to ask other questions. Then to summarize the panel, teacher students create a flow chart.

Complete the panel discussion with a statement of consensus.



ROLE PLAYING

Role playing is the playing out of a situation in which the players assume certain roles, are then confronted with a problem or issue and required to make a decision. Role playing is issue oriented and the alternatives available to the individual players are usually defined. However, the consequences of choosing different alternatives may not be predictable.

EVALUATION: Student should demonstrate an understanding of each of the major concepts: agents of change, transition and cultural retention. Students should be able to provide explanation of these concepts with examples from both Japanese and Canadian cultures. These may be shown in written, artistic or pictorial form.



CLASS DISCUSSION GUIDELINES

1. Teacher selects topics that are relevant and interesting to the students – drawn from students' in-school and out-of-school experiences.
2. Topics might be presented as an issue or a problem (e.g., Should Canada allow immigration from a culture that is very different from Canada's?).
3. Students might be asked to share their feelings or opinions about a topic (e.g., How do you feel about Japanese cars outselling North American cars?). It is important that students be expected to support their opinion (e.g., I think that _____ because _____). Disagreements should follow certain formalities (e.g., I agree with Dan because ... I disagree with this point because ..., but I agree with Dan's other points).
4. Avoid giving students a topic that does not pose a question (e.g., Canadians are basically Americans in their culture). Statements do not encourage discussion in Grade 7.
5. Be prepared to encourage continued discussion by asking leading questions of the class or group.
6. Decide beforehand what is the most suitable size of group for the topic to be discussed. Also, decide when group discussion is pertinent (e.g., an opening activity).
7. At the beginning of the year, the teacher may act as the chairperson for whole class discussion and groups may select a group member as chairperson. Later in the year, the students may be able to discuss without the formalities of a chairperson.
8. Training in the basic rules of discussion needs to be given at the beginning of the school year.
 - a) The chairperson calls on someone from the class or group to speak.
 - b) It is best if the speaker is visible to everyone; if he or she doesn't talk too much, doesn't nit-pick, doesn't put someone down, doesn't make distracting remarks and doesn't try to win an argument.
 - c) Speaker and listeners are asked to keep an open mind (means listening to ideas that are different from yours; being willing to say what you base your ideas on; wanting to find out what others think and why; and keeping quiet when someone else is speaking!).
9. The chairperson's job is to make sure the discussion doesn't deteriorate into chaos, or worse, but that it is lively and equitable. It might help if chairpersons established definite rules at the beginning of the year:
 - a) Chairperson gives everyone an opportunity to speak.
 - b) She/he keeps the discussion on topic.
 - c) He/she asks a long-winded speaker to be brief.
 - d) Insures that speakers address the chair, rather than talking directly to one another.
 - e) Keeps the discussion going with questions that explore the students' reactions to the topic.
 - f) Disallows negative comments, either personal or general.

Note: See Group Work Small Group Discussion and Group Participation Skills (7A); Cooperative Learning (9C).

TOPIC C Canada: A Bilingual and Multicultural Country

The intent of this study is to help students develop an understanding of the bilingual and of the multicultural nature of Canada.

Students will study this topic using the basic understanding of culture developed in Topic 7A. They will examine a variety of cultural groups, one of which shall be Metis, Indian or Inuit.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- What is unique about Canadian culture?
 - To what extent should Canada promote its bilingual and multicultural nature?
- Related:
- What is bilingualism in Canada?
 - What is multiculturalism in Canada?
 - What are the distinguishing cultural characteristics of selected groups?
 - How does one's cultural heritage influence one's way of life?
 - How have different cultural groups adapted to life in Canada?
 - How does bilingualism influence the Canadian way of life?
 - How does multiculturalism influence the Canadian way of life?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - The policies of bilingualism and multiculturalism recognize and respect Canada's basic nature.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS TERMS FACTS
Cultural heritage is part of an individual's identity.	cultural heritage	- beliefs values - customs - traditions - legends stories - lifestyle
Canada's population is made up of a variety of cultural groups.	cultural groups	- country of origin - settlement patterns - indigenous groups - colonizers - immigration
Bilingualism recognizes the existence of two official languages.	bilingualism	- two official languages
Multiculturalism supports the existence of cultural diversity.	multiculturalism	- government policies - contribution - adaptation

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLSLocating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading, utilizing community resources, and using newspapers.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to illustrate the various nations from which many Canadians or their forbears emigrated.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the basic aspects of the bilingual and of the multicultural nature of Canada.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – cultural heritage, cultural groups, bilingualism, multiculturalism.
- Make generalizations by stating relationships among concepts about bilingualism and multiculturalism.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on bilingualism and multiculturalism in Canada.

COMMUNICATION SKILLS

- Create a graph to show the cultural and ethnic origins of the present Canadian population.
- Write, from a single point of view (from the perspective of the student as writer), a clear and effective letter, short report or explanation to support a position on bilingualism and multiculturalism, emphasizing direct experience and background knowledge as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Appreciation and respect for the contributions of cultural groups to Canada.
- Appreciation and respect for the worth of all people.
- Appreciation for what it means to be Canadian.
- Respect for the bilingual and multicultural nature of Canada.
- A critical stance toward the decision-making process.

GRADE 7 - TOPIC C: CANADA: A BILINGUAL AND MULTICULTURAL COUNTRY

OVERVIEW:

Bilingualism and multiculturalism in Canada promotes cultural diversity.

Canada is bilingual and multicultural and its culture has developed through cultural groups interacting with each other. Through the use of selected case studies the students will discover that not all cultural groups have the same experiences living in Canada. (To do this will require teacher support.) When using case studies, emphasis should be on the similarities rather than the differences among cultures and on the nature of everyday life, values and beliefs. This unit applies the model of a culture developed in Topic A to selected Canadian cultural groups.

The amount of time required to complete this topic is determined by the method used by the teacher in the development of the topic. One method involves a review of the cultural model developed in Topic A, an in-depth teacher-directed investigation of a specific case study and then student-selected research of other case studies. A second method involves the review of the conceptual model of culture, followed by assigned student case studies. Whichever method is used, it is imperative that results of student research be shared with the rest of the class.

REMINDERS

One of your case studies must be of an Indian/Metis/Inuit cultural group. Case studies will not provide the information in its entirety but will furnish much of the research information.

INTRODUCTORY ACTIVITIES:

FOCUS: What is my cultural heritage?

1. a) Class Roots: gather and categorize data according to where students, parents and grandparents were born. This could be gathered by constructing a questionnaire to be filled in at home.
- b) Plot the places of birth on a large world map (have a student draw in immigration routes).
- c) Make a bulletin board display (e.g., flags, crafts, etc.) to reflect the roots.
- d) Use transparency in the Kanata Kit to demonstrate roots. (Transparency No. 4, p. 52 or see page 9 Cultures in Canada: Strength in Diversity.)
- e) Each student creates his or her own "Roots chart" for display.
- f) On a timeline, plot the approximate time of settlement of the students' family members in Canada.
2. Bring an artifact object to class to symbolize represent the students' cultural heritages.

 CONCEPT DEVELOPMENT	
Use radial note-making to define and exemplify the concepts:	
	Definition: _____
	Examples: _____ _____
	Components: _____ _____ _____ _____

DEVELOPMENTAL ACTIVITIES:

FOCUS: Who is a Canadian?

1. Use an attitude survey (what do you think?) approach. A continuum line could be included. I strongly agree _____ I strongly disagree _____. (Student Master No. 5, Cultures in Canada: Strength in Diversity, Teacher Guide or Student Master 1a, p. 3 Kanata Kit.)

2. a) Students are asked to bring in recipe cards for food representing a cultural group in the community. Students read off the list of ingredients without giving the cultural identity. Class attempts to identify the country of origin. When successful, student places recipe card on the correct location on a map of the world.

or

- b) Students will use the telephone directory to hypothesize the major cultural groups in their community, and give reasons to support their choices.
- c) Provide the factual data for the above, or have students research this.
- d) Students will identify the location of the mother country of each group identified.

Note: Either at this point or in the introductory activities (I), students should be involved in reading and interpreting maps of the world: continents, water bodies, major countries.

3. a) Have each student select a place name in Alberta.
- b) Write a letter to the local chamber of commerce to gather data on its origin, ethnic diversity, etc. (Use "Place Names in Alberta" for a heading.)
- c) Display material, plot on a map and prove the hypothesis.
- d) Debrief this activity when all material arrives.

4. Show the filmstrip "People of Canada" from the media kit in Cultures in Canada (Kanata Kit Kanata Series). Inform the students that all of the individuals pictured are Canadians.

5. Develop a collage to represent the term "Canadian."

Note: Alberta Culture and Heritage Magazine, (free publications) are excellent sources of material for collages, charts.

6. Graphing – Students will create a circle graph to represent the variety of cultures that are evident in each of their class; community; Alberta and Canada.

7. Creativity Activity

Teacher shares a short story poem emphasizing diversity of culture, on how individuals treat each other within a classroom community. Or, show videotape "The Three Hats" from the media kit Cultures in Canada (Kanata Kit Kanata Series).

Students may then design a poster illustrating their understanding of the poem, story or videotape; or write another stanza to the poem.

Note: Use the Books for Young Readers or Western Canadian Literature for Youth (Heritage Series) for suggestions.

FOCUS: What is multiculturalism in Canada?

1. Tossed Salad – The teacher brings in two salad bowls, and prepares two salads – one with lettuce only; one with a wide variety of ingredients. After initial discussion, question students as to which is more interesting and why? If the salad selected as the most interesting represented Canada, and the ingredients represented a culture, what conclusions about Canada's cultural make-up can be drawn?
2. Viewing Videotapes – Develop awareness of the multicultural nature of Canada using the videotapes entitled "Gurdeep Singh Bains"; "Veronica" from Kanata Kit Kanata Series Cultures in Canada: How Different Should We Be? Cultures in Canada: Strength in Diversity as well as accompanying research activities. Brainstorm the many cultural groups that students can identify.
3. a) Obtain Canadian government information on multiculturalism policies.

CANADA'S MULTICULTURAL POLICY

In this year of 1971, Canada shall become a multicultural country by following the suggestions of the Multicultural Policy. This policy shall have four parts.

PART I says that the Government of Canada will support all of Canada's cultures and help any cultural group that needs help and wishes to grow and contribute to Canada.

PART II says the Government of Canada will help all cultural groups that wish to be a contributor to Canadian society and identity.

PART III says that the Government of Canada will promote exchange among ethno/cultural groups in order to further the development of national unity.

PART IV says that the Government of Canada will help any new Canadian to learn one of the official languages in order to participate in Canadian society.

- b) Study charts graphs of statistical cultural diversity in Alberta and Canada. Examine your own community to find cultural diversities. Examples should relate to a specific group.

CULTURAL DIVERSITY IN OUR COMMUNITY

Churches

Restaurants

Stores

Facilities: recreational, social, cultural and educational

Newspapers and magazines

Radio and television broadcasts

Historic sites

Activities: recreational, social, cultural and educational

Other

- c) Construct bar or circle graphs to reflect the data.



READING TABLES, GRAPHS AND DIAGRAMS

There are many skills required to read tables, graphs and diagrams. Students need instruction to develop these skills. To be useful graphs must be understood. They need to be carefully looked over, read and interpreted on a regular basis. This means students need to see tables, graphs and diagrams more often and in greater variety than afforded by the limited numbers found in most textbooks.

Reading Tables – To gain information from a table, one must know the purpose of the table, be able to locate information by following lines until they intersect and draw conclusions from the information presented. To develop skills for reading tables, ask questions similar to the following:

1. What is the title?
2. What units of measurement are being used?
3. What are the column headings?
4. What are the side headings?
5. Where do the lines intersect? What does this tell us?
6. How can you use this information?

Reading Graphs (bar, circle, line, picture) – To gain information from a graph, one must know the purpose of the graph, determine the units of measure, summarize and infer meanings. To develop skills for reading graphs, ask questions similar to the following:

1. What type of graph is being used?
2. What information is presented? What is the main idea?
3. What is the unit of measure?
4. What symbols are used? What does each one mean?
5. What is the importance of the information presented?

Some common graphing flaws that can result in distortion of facts are: oversimplified graphs, symbols that differ in size or shape, graphs presented on distorted grids, scales that do not begin with zero and graphs that show irregular increments.

Reading Diagrams – To gain information about a diagram, one must be able to identify the parts and see the relationships among them. To develop skills for reading diagrams, ask questions similar to the following:

1. What is pictured in the diagram?
2. What is the location of the different parts?
3. What are the relationships of the separate parts?
4. Why has the diagram been included?

4. Continue to develop the concept of multiculturalism by using a display and notebook concept wheel.
5. Use group work strategies (Topic 7A) to arrive at the generalization "Multiculturalism supports the existence of distinct cultural groups side by side within a country."

FOCUS: What is bilingualism in Canada?

Obtain Canadian government information on language policies. Review Acts allowing for retention of French language and religion. For further information contact the Secretary of State. See "Government of Canada" section in telephone directory.

THE OFFICIAL LANGUAGES ACT

The Government of Canada declares French and English as the official languages of the country. This Act states that citizens may receive federal government service in both English and French.

Select from the following activities:

1. Do a skit where real-life communication problems are emphasized because characters cannot understand each other's language.

e.g.: In a restaurant, a customer has difficulty ordering a meal because he/she does not speak the same language as the waiter.
2. Show a film about bilingualism.

e.g.: "Twice upon a time? Il était deux fois" ONF
- This film helps to define bilingualism and its advantages.
3. Do a class survey to find out who is unilingual - bilingual - multilingual in order to define those terms.
4. Distribute a brief summary of the Official Languages Act in order to define and understand "Official Bilingualism."
5. Using an atlas or tables, have students answer the following questions.
 - How many people are bilingual (French and English) in Canada?
 - How many people are bilingual in each province and territory?
6. Represent, graphically, on a map, the official languages population distribution in Canada.

FOCUS: What are the distinguishing cultural characteristics of selected groups?

Case Study Strategy: Use this strategy to study the required three or more culture groups. With the aid of the school librarian, gather resources to carry out case study research on a variety of groups. (This activity will require teacher support.)

1. A decision-making model will be used to focus on the concept of cultural groups and to answer the major issue: "Should members of a culture be encouraged to maintain their own cultural identity?"

Students will choose a cultural group and construct a time tunnel from the point of view of a present-day family member. They will research the influence on society on their chosen family's ethnic heritage by studying the political, social and economic institutions during at least three generations. The time tunnel will be in the form of a dramatic presentation (e.g., an audio or video program, puppet show). To guide inquiry, the following questions will be asked:

Where did this group originate? (country of origin)
 Where did they settle? (settlement patterns)
 Why and when did they come?
 How did each generation practise their major cultural concepts? (language used to communicate)
 What indigenous groups did they meet?
 What problems did they encounter?
 What behaviours did they adopt from other cultures?
 What examples of stereotyping existed? Exist today?
 What immigration policies encouraged/discouraged this settlement?

EVALUATION: Evaluate group work and final projects according to established criteria.

2. Alternative Case Studies

Alternative case studies could be finalized by using diaries, a collection of letters from the relatives in the homeland, interviews, scrapbooks, a photo album.

3. Conclude the study of cultural groups by explaining the meaning of culture and giving detailed examples in a written paragraph. Using group work, examine the generalizations related to cultural groups.
4. Using the following research questions, focus on the concept of cultural heritage (beliefs, values, customs, traditions, legends/stories, lifestyles):

What cultural patterns, beliefs and values are common to all Canadians?
 Which cultural groups came to Canada? Why? When?
 What customs and traditions have been maintained in Canada by some groups?
 How did cultural groups adapt to life in Canada?
 What customs/traditions have been adapted by other cultural groups?
 What are the most important contributions this culture has made to the Canadian way of life?
 How much of the lifestyle of the descendants of this culture today is affected by cultural customs?

- Create other questions to develop the related concepts/terms of multiculturalism.
- Debrief data re fact/opinion.

5. Have students draw an illustration to show their understanding of multiculturalism.
6. Role play – Canada's immigration officer (from Kanata Kit, Student Master No. 23 Text, p. 64).

Alternative Strategies

1. Design a pamphlet to help an immigrant adjust to your community.
2. Role play a CBC reporter interviewing new immigrants/refugees (see Canadian Scrapbook).
3. Use the posters from Kanata Kit as a guide to demonstrate bias. Have students create posters dated 2000 to encourage immigrants to come to Canada.

FOCUS: How does multiculturalism influence the Canadian way of life?

Some Alternatives:

1. The Government of Canada is proposing to build a multicultural museum near your community. Write a letter to the editor of your local newspaper giving your views on the proposal based on the data collected from the case studies. Include the reasons for holding those particular views.
2. Write a letter to the Prime Minister of Canada or your Member of Parliament promoting a national holiday to be known to be as Heritage Day.
You think there needs to be some recognition that it is the contributions of many cultures that have made Canada the country that it is today. You believe that Canadians should have a day set aside to recognize our heritage.

You must decide if you are going to write as:

- a) a member of a cultural group that wishes to keep its identity and is proud of its heritage.
- or b) someone who recognizes the contributions of cultural groups to Canada but wants the focus to be on mainstream culture and to emphasize the assimilation that has made this possible.
- or c) someone who wants all cultures to be treated equally and their heritage to be displayed proudly.
- or d) someone who wants to show the major part played by his or her culture in helping to create Canada and wants it to become the major force in future culture growth.

Indicate in your letter:

why the day should be created
 what would happen on that day
 who would be involved in the day's activities
 suggestions for appropriate types of activities.

Once the letters are completed, have students exchange letters with a classmate. Then have them in the role of the Prime Minister write a letter back to the person. Respond to the demands the way they would want the Prime Minister to respond.

FOCUS: How does bilingualism influence our way of life?

Some Alternatives:

1. Use the problem-solving model to answer the question.

Examples of related questions:

- Where do we have access to bilingual services?
- How can I become bilingual?
- Why do people become bilingual?
- What are the bilingual services in my community?

2. Write a letter to the Prime Minister of Canada or your Member of Parliament supporting a position on bilingualism.

CULMINATING ACTIVITIES:

Select from the following activities.

1. Plan and construct a puppet show role play to illustrate possible examples of conflicts cooperation among cultures.
2. Design a booklet, brochure or scrapbook to introduce and advertise your community province culture. Emphasize appreciation for the richness of multiculturalism in Canada as one example. Each student could complete one page.
3. Plan a school bulletin board display to illustrate demonstrate the contributions of cultural groups to Canada.
4. "Mime" a Heritage Day by having a panel of guest speakers from a variety of cultures.
5. Multicultural Luncheon. With the help of parents, students prepare, describe and share an example of a food item indicative of their cultural background.
6. Students design an information booth representing a particular ethnic group in Canada, complete with flag, models, artifacts. Have a cultural fair for your school.
7. Make a poster illustrating the bilingual services available in your community.
8. Plan a "Bilingual Day" in your school.
9. Introduce students to modern French-Canadian singers songs.

EVALUATION: Use the generalizations, concepts and related concepts from the program of studies as a basis to make a unit examination that will require students to provide examples.

GRADE EIGHT

HISTORY AND GEOGRAPHY IN THE WESTERN HEMISPHERE

TOPIC A **Geography of Canada and the United States**

TOPIC B **Canada: History to the Twentieth Century**

TOPIC C **South America: A Case Study of Brazil**

FOCUS

The focus of study is the physical and human geography of Canada, the United States and Brazil, and the history of Canada.

RATIONALE

The study of history is concerned with unique events, eras, movements, nations, institutions, groups or individuals. It should not be a "mad dash through time" but should provide a context for facts and allow for critical thinking and the development of concepts and generalizations. The study of human geography is similar to history in that it takes a comprehensive view of humankind and earth but, whereas history stresses time relationships, geography stresses relationships of place.

In Grade 5, the focus of study is the interaction between the Natives and the French and British explorers, missionaries and settlers in New France and the Hudson Bay area. The Grade 8 program builds on this by exploring the development of Canada as a country through the nineteenth century. By the end of Grade 8, students are prepared for a more formal study of Canada. The geography of Canada presented in Grade 5 is expanded upon and studied in the context of North America. The study of history and geography in the Western Hemisphere will provide students with an increased understanding of Canada as a North American nation and contribute to the requirements of citizenship.

The study of regions helps us to see the world as an integrated system of places that we can comprehend as an interdependent whole. Regions are manageable units upon which to organize our knowledge of the world. We may view regions as an intermediate step between our knowledge of local places and our knowledge of the entire world.

The study will extend the students' understanding of geography and provide a broad chronological overview of Canadian history. A general understanding of the physical geography of Canada and the United States is important as it forms the basis for the understanding of human activity and future development in the region. This will provide a framework for the study of other regions. The inclusion of South America as an area of study allows students to continue to expand their global awareness, and to increase their tolerance and respect for others.

TOPIC A Geography of Canada and the United States

The intent of this study is to help students develop an understanding of the relationship of geography to patterns of life in Canada and the United States.

Students will study the geography of Canada and the United States.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How are patterns of life in Canada and the United States influenced by human and physical geography?
 - To what extent does physical environment influence a people's way of life?
- Related:**
- What are the major physical features of Canada and the United States?
 - What are the major characteristics of the human geography of Canada and the United States?
 - What are the major economic regions of Canada and the United States?
 - How are Canada and the United States linked by physical and human geography?
 - To what extent should we modify our physical environment?
 - To what extent should we consider physical environment when we develop our resources?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - The interaction of people with their physical environment influences patterns of life.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Regions are the basic unit of a geographic study and can be defined by a variety of criteria.	regions	- regional unity - physical region - political region - economic region
Every person and place has an absolute and a relative location.	location	- absolute location • latitude longitude - relative location
All places have special human and physical characteristics that distinguish them.	place	- environment - physical factors • landforms bodies of water • climate vegetation • natural resources - human factors • settlement patterns, occupations, recreation • beliefs ideas
The environment is constantly being changed by human and physical forces.		
Unequal distribution of resources between regions may lead to movement of goods, people and ideas.	movement	- transportation - communication - trade patterns - interdependence
People are constantly interacting with their physical environment to meet their needs.	environmental interaction	- adaptation - resource development • consequences - environmental limitations - environmental emergencies

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationships between human and physical geography.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the relationship of geography to the patterns of life in Canada and the United States.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - regions, location, place, movement, environmental interaction.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the relationship of geography to patterns of life in Canada and the United States.

COMMUNICATION SKILLS

- Construct maps (including contour maps) demonstrating use of symbols, location, direction, distance, scale and physical geography.
- Write, from more than one point of view, a clear and effective report, letter or explanation on the relationship of geography to the patterns of life in Canada and the United States, adding vicarious experiences to direct experiences as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation for consequences of people's interaction with their environment.
- Appreciation of interdependence as a common feature of life.
- Willingness to cooperate and work with others.
- A critical stance toward the decision-making process.

GRADE 8 – TOPIC A: GEOGRAPHY OF CANADA AND THE UNITED STATES

OVERVIEW:

In this topic, students will examine the geography of Canada and the United States. The major geographic concepts of location, place, movement and relationships between people and the environment (environmental interaction) will be studied through the fifth concept: the regions. First, the North American region and its place in the world will be examined, then the place of regions within Canada and the United States.

The opener will focus student attention with the use of a few brief activities designed to bring out the important part that geography plays in our daily lives and why a study of geography is relevant and useful. The required main concepts are introduced and a format is laid down for their development throughout the unit.

The developmental activities will use the questions posed in the program of studies to focus on theme development, ensuring that each of the concepts and sub-concepts are dealt with along with the required skills.

An introduction to the study of geographic theme should be followed by an investigation of each of these themes in the regions that comprise the United States and Canada. Teaching the concept of region will require a flexible approach. While most regions are identified by their physical features one is identified by having strongly different economic features and one by its different political features.

An issue question "Should we continue to use our natural resources?" will be introduced and used as a vehicle for the development of knowledge, skills and attitudes.

Culminating activities will summarize the main learning of the unit.

Note: This unit seeks to avoid some of the traditional treatments of geography – learning strings of place names, repetitive map-skills or simplistic, deterministic views that the physical environment controls human activity. The unit places a focus on investigating how people have interacted with and modified their physical environment in complex ways, and the boundaries that the environment places on choices available to people.

INTRODUCTORY ACTIVITIES:

Select from the opening strategies to interest and involve students.

1. Natural Disasters:

- a) Be prepared for this lesson with a list of places where major natural disasters have occurred at any time in world history (an almanac will be helpful for this lesson) e.g., San Francisco earthquake; drought in Ethiopia; destruction of Pompeii; eruption (and subsequent tidal wave) of Krakatoa; Edmonton tornado).
- b) With the class, brainstorm the topic "natural disasters" – what and where? Add some of your own items to the student list.
- c) Show a videotape to illustrate natural disasters (e.g., "So It Can't Happen Here Eh?" from Tradition and Modernization kit).
- d) Identify the elements of the physical environment that caused the disasters: earth movements, climatic extremes, violent volcanic action, tidal waves, etc.

- e) Provide students with copies of readings (Environment Views magazine is a possible source of information) that illustrate examples of natural disasters (e.g., drought). Discuss each with a partner who received a different reading. Consider the causes of the disaster (people nature) and how people understanding geography might have avoided the disaster. End this with a list of reasons why geography is important to study; e.g., mining farming forestry building a house driving (using road maps) tourism and holidays understanding others environmental impact political decisions current affairs, etc.
- f) Assign students the task of finding all locations with the aid of an atlas wall maps: students will record on their own world map outline. Use symbols for natural-man-made combination of natural and man-made causes. Add the names of the four major oceans and seven continents.



EVALUATION OF STUDENT MAPS

1. It shows all required details in the right locations _____ (max. 6)
2. It has a title explaining the map purpose _____ (max. 2)
3. It has a legend explaining any symbols or abbreviations _____ (max. 4)
4. It uses colour appropriately and effectively _____ (max. 4)
5. Printing is clear and appropriate _____ (max. 4)

2. Photodetective: with the intent of developing observation skills through a focus on geography:
- a) Display (on bulletin board classroom wall) a wide variety of pictures photographs that illustrate the variety of landforms, climate, vegetation and natural life as well as human activities associated with them. Sources include tourist brochures, calendars, magazines (especially geographic and travel), embassy materials.
 - b) Use a laminated picture posture illustrating the variety of geographical features of North America. Have students, in groups, answer geographic questions. (May be used as a pre-test post-test.)
 - c) As an alternative, assign students two or three pictures about which they will be asked to make at least 10 observations, which relate to the five geographic concepts: location, place, movement, interaction and regions.



INTERPRETING PICTURES/PHOTOGRAPHS - USING GEOGRAPHIC QUESTIONS

Display pictures or photographs that illustrate specific points of views, concepts to be developed, etc. Develop questions related to the content.

For example, with a focus on geography follow a question outline such as:

- Where do you think the place is? Location
- What natural features did you observe? (What landforms, climate, vegetation, natural resources?) Place
- What human activities did you observe (jobs, sports, etc.)? Place
- What were the consequences of human activities (buildings, roads, mines, litter, etc.)? Interaction
- Which human activities might be directly related to the physical geography? Interaction
- Which human activities do not depend on physical geography? Interaction
- What landforms vegetation change as a result of human activities? Which have not? Interaction
- What activities depend on transportation or communication? Movement

3. Record information from either of the opening activities on a retrieval chart under the major organizing concepts. Students should develop concepts rather than having them imposed.

Definitions of each of the organizing concepts:

- Regions: areas that have something in common.
- Location: the relative or exact place on the earth's surface.
- Place: the special physical and human characteristics of a location.
- Movement: the ways by which people, goods and ideas interact.
- Environmental interaction: ways that people use their environment and are affected by it.



GEOGRAPHIC GUIDELINES

The development of an understanding of geography requires students to describe (location, place), analyse (movement, environmental interaction) and synthesize (regions) geographic information.

1. Location
 - a) absolute (latitude and longitude)
 - b) relative (compared with other locations)
 - factual
 - relationships between locations
2. Place
 - a) physical resources
 - land and drainage
 - climate (temperature, precipitation, rainfall, winds, sunshine)
 - natural resources; soils and vegetation; wildlife if pertinent
 - b) human resources
 - settlement, history (who, when)
 - distribution of population (where), cities
3. Movement
 - a) movement systems: transportation (roads, rail, water, air) and communication (TV, radio, telephone, ideas)
 - b) movement of goods: interdependence (resource distribution, wealth, needs; trade)
 - c) movement of people: immigration and emigration
4. Environmental Interaction
(Between people and the environment-cultural and physical)
 - a) How the environment has influenced the people
 - effect of rivers, landforms, climate, resources, etc.
 - b) How the people have changed the environment: through industrialization
 - primary industries (development of the natural resources: farming, fishing, forestry, minerals)
 - secondary industries (turning the natural resources into products: manufacturing using local/imported resources)
 - tertiary industries (services provided by and for people)
 - quaternary industries (information processing: computer related enterprises)
5. Regions
 - a) Factors deciding
 - physical (physiographic, climatic, vegetation, soils ...)
 - political (countries, borders)
 - economic (resources, manufacturing, transportation)
 - b) Location, place, movement, environmental interaction

4. Students can now represent the information by beginning a concept growth chart based on the related concepts to be added to as the unit progresses.

 CONCEPT GROWTH CHART			
CONCEPT: (e.g.,) Place _____			
DEFINITION _____			

Sub-Concepts	Definition	General Example	Specific Example
Landforms		Mountains	Mount Edith Cavell
Bodies of Water			
Climate			
Vegetation			
Natural Resources			
Settlement Patterns			
(etc.)			

Tie this to a discussion based on the reasons why we need to study geography (e.g., to know where places are, to understand the reasons why they are there; to understand the interactions between people and the environment, and the consequences of these actions – for the environment, the planet's future, travel, current events, map reading, and so on). End with a written activity, or poster, that begins: "It is important for me to learn geography because . . ."

EVALUATION: Evaluate by checking on an ongoing basis that the students maintain their concept growth charts. Pose questions that ask for definitions and examples of concepts developed.

Other Possible Opening Activities

5. Use a current issue to develop awareness of the need to study geography and the interrelationship of Canada and the United States (e.g., "Should we regulate businesses that produce acid rain?"). Lead students to recognition of the need to study geography (climate, location, population distribution, etc.) to answer the question. ("Stopping Acid Rain" is available from Environment Canada.)
6. Provide a list of land and water forms (e.g., island, peninsula, isthmus, archipelago, continental shelf, cordillera, shield plateau, plain. Use a dictionary to obtain definitions). Assign one feature to each student to produce a full-page illustration using the pictures as a guide. Each student will present his or her work to the class. Students will evaluate each presentation on an equal basis with the teacher. Display the results. Have students prepare questions and test each other.
7. Provide a puzzle page that gives three lists:
 - labels of land and water forms
 - definitions of land and water forms
 - pictures of land and water forms.

Have students match these features.
8. Have students write to newspapers in a variety of cities in Canada. Use these newspapers to find any articles that relate human activities and geography.

EVALUATION: For a pre-test, post-test check on student growth, build a game: e.g., "jeopardy game" constructed from geography questions developed by students before they start the unit, and compare with the kinds of questions students might ask at the end of the unit. Students should show growth in conceptual and fact development as well as in skill areas.



GAMES

Games can be used for the purpose of gaining information, developing skills or developing attitudes. In games, there are rules to be followed and there are winners and losers. Although games and simulations are often used interchangeably or combined (simulation games) not all games are simulations (representation of reality—the actual situation). For example, the game of snakes and ladders is not a simulation.

Jeopardy Game

Two or more contestants and a moderator are needed. A four-by-four game board is required. Four levels of difficulty for each of four categories are shown on the board. The categories may be units previously studied, skills, etc. Each of four levels of difficulty has a different point value (10, 25, 50, 100, for example). The contestant who accumulates a given number of points first is the winner. Points are achieved by correctly identifying an appropriate question that fits the answer in the cell selected. The contestants, in turn, choose the category and the level of difficulty they want to try. Only the point value is seen before the selection is made, and no cell may be called for twice. When the contestant chooses a cell, a word or phrase is revealed. The contestant must then ask an acceptable question that would have the word or phrase as its correct answer.

DEVELOPMENTAL ACTIVITIES:
FOCUS: How can we discover where people live in Canada and the United States?
1. Explain relative location:

- the school's relative location in the community.
- the community compared with the province.
- the province in Canada.
- Canada and the United States compared with the world.

Complete the exercise with a world outline map showing the correct information.

2. Explain absolute location (latitude and longitude):

- Diagnose student awareness of latitude first, then longitude. Use globes, wall-maps and atlases to promote familiarity with the use of latitude and longitude. (Use "Battleship" game to help students understand the process of pinpointing location—on grid paper mark every 10° between 90°S and 90°N, and 120°W and 120°E.

3. Practise with an exercise requiring students to cite in relative and absolute terms 20 locations of cities, lakes, mountains, etc., in Canada and the United States. (Or cite locations of baseball or hockey teams).
FOCUS: What are the major physical characteristics of Canada and the United States?
1. Use film filmstrip video photographs that give an overview of the geographical features of the United States and Canada (or of North America). Students will make notes on the physical and human geography by using the questions from the opener.

- Where do you think the place is?
- What natural features did you observe?
- etc.

Students can be asked to bring photographs that show physical geography of places in North America they have visited or found in a magazine.

2. How can we decide what are the major physical regions? Begin with an exercise designed to introduce the concept of regions: What is a region?

a) Use a handout with three boxes at the top.

b) Under each label, list a number of characteristics of that type of physical feature.

Mountains	Plains	Coasts
steep slopes passes _____	flat _____ _____	_____ _____ _____ _____

c) Students will observe that certain characteristics in common determine a type of category.

- d) Explain that geographers use the same approach to group parts of the world country areas into regions which are areas with some things in common. Use some of the world's definitive regions as examples: e.g., the Sahara Desert (the climate and vegetation are more or less the same throughout); British Isles (region bounded by water); Great Plains (relative flatness of land); Arab world (similarities of culture), etc. Show these places on a wall map or atlas.
 - e) With student input, arrive at a definition for a region. Explain that there are other ways to organize regions e.g., economic region, political region, climatic vegetation region. Use examples such as those given above and place them under the headings. Identify the main features that determine the type of region. The type of region and where the region's boundaries are drawn depend on the criteria used. Use an atlas to look for titles of maps. List appropriately under each of the types of regions.
 - f) Arrive at the generalization: "Regions are the basic unit of a geographic study and can be defined by a variety of criteria."
3. Use a map of Canada and the United States that illustrates physical regions. Develop an understanding of the map by comparing it with a wall map atlas. Ensure that students know that "physical," in this case, refers to a description of landforms. Identify the highest land, the flattest land, the lowest land, the river basins. Then identify the physical regions by focusing on the concept of region.

What determines a region varies from textbook to textbook. The following is one example:

1. The Atlantic Seaboard (New England and Florida)
2. The Appalachians
3. Gulf Coast
4. Mississippi Valley Basin
5. Great Lakes - St. Lawrence Lowlands
6. Great Plains
7. Cordillera Montane region
8. Pacific Coast
9. Canadian Shield
10. Far North

EVALUATION: Have the students provide written definitions and examples for "region," "physical region."

FOCUS: What are the political regions of Canada and the United States?

1. In Canada and the United States, the political regions are areas defined by state borders or provincial boundaries. One type of boundary is natural (river, coastlines, mountains, etc.); another type is artificial (line of latitude, negotiated boundaries). Find some examples of each on the wall map.



USING WALL MAPS

Use tactics similar to reading an atlas. Work students through the sequence: title, legend, scale, detail. Use questions similar to the following, to develop interpreting skills.

- Develop comprehension questions to ensure focus.
(e.g., What is the main theme of the map?)
- Develop analytical questions to develop insight and comprehension.
(e.g., Why are the cities located where they are?)
- Develop synthesizing questions to develop conclusions and generalizations.
(e.g., What general statement can you make about the map?)

Note: See Using Atlases (8C).

2. Use an atlas to investigate the boundary between the United States and Canada. Follow the boundary from east to west to identify how much is natural and how much is artificial. (It follows the mid-point of Juan de Fuca Strait, the 49th parallel of latitude, rivers to Lake Superior, the mid-point of Lake Huron, Lake Erie and Lake Ontario, the St. Lawrence River to the 46th parallel, then the height of land, then historical boundaries, then a line of longitude from Grand Falls south to the St. Croix River.) Ask the questions: Why do we have boundaries? What if there were no boundaries? Try the same for the United States Mexico boundary.
3. Identify the farthest west, east, north and south points of Canada stating their absolute location in latitude and longitude. Do the same for the United States, not forgetting Hawaii and Alaska.
4. Complete a political map of Canada and the United States. Compare the political and physical regions map to identify similarities and parallels.

EVALUATION: Evaluate with an activity based on identifying student knowledge of:

- how boundaries are determined
- names of countries, provinces and neighbouring states, major states (New York, Pennsylvania, Ohio, Minnesota, Wisconsin, North Dakota, Montana, Washington, California, Texas, Florida, Alaska).

FOCUS: What are the major economic regions of Canada and the United States?

1. Review student learning about physical and political regions of Canada and the United States. Use a network arrangement for review by assigning students in pairs or threes to each region. At the end of this review, have students report the information to the class. Each student will record information about each region (e.g., retrieval chart).
2. Focus on the human geographic background. Develop the sub-concepts of settlement patterns, occupations and recreation, using the text and map resources. A cooperative learning strategy would be one approach to use.

- a) Settlement: Use texts to find the main ideas and related ideas regarding settlement. On a historical geography basis, ask the questions:
- Who were the early settlers in Canada and the United States (exploration, settlement: Asian and European)?
 - Where did they settle (location: East Coast, West Coast, rivers and lakes)?
 - Why did they settle in those areas (resources, ideas)?



WEBBING

Make webbing notes to outline these ideas.



- b) Identify the broad range of occupations under the headings of primary industry (e.g., agriculture, mining, forestry, fishing), secondary industry (e.g., manufacturing, construction) and service industries (e.g., banking, teaching, doctors, lawyers). Briefly discuss the relationship of some occupations to geographical location and physical geography.
- c) Compare recreations that originated in cold climates with those that had their beginnings in hot climates. Recognize the influence that technology has had on the spread of sports (indoor tennis, golf, etc., in northern climates; indoor hockey and curling in southern locations).
- d) Investigate the beliefs or ideas that have influenced particular groups to settle in certain areas; e.g., Amish in Pennsylvania, Hutterites in western United States and Canada, Mormons in Utah. Determine why their ideas and beliefs needed geographical outlets by researching these groups and finding their underlying value structure. (Identify, define, describe – value priorities, value conflicts.) Teacher support will be required for this activity.
- e) Write a one-page summary explaining the characteristics of human geography and provide examples. Share information with the class. Add to retrieval chart or other information-gathering instrument.
- f) Complete a map of Canada and the United States to show the settlement patterns.
- g) A small group of students can produce a large outline wall-map of Canada and the United States. This map can be used as a retrieval chart through the use of a variety of symbols, or plastic overlays showing geographical aspects such as landforms, settlements and so on.
3. Focus on economic geography. (CONCEPTS: economic region, environmental interactions, resource development, adaptation, environmental limitations.)
- a) Review the meaning of region in terms of regional unity.
- Students will need to understand the term "economic" – as it relates to the production and consumption of goods and services.
 - Define the term economic regions (areas where there are broad similarities in production and occupations). Record the information on chalkboard and in student's notebooks.

- b) Use a map of Canada and the United States to find the economic regions – perhaps included as manufacturing industrial agricultural regions. Complete a map to show this information.
- c) Using maps, compare the areas covered by economic regions with those of the physical regions. Why are there similarities in some regions (soil conditions, the presence of minerals, oil, forests, etc.)?
- d) Use a video film to illustrate some of the features of an economic region (e.g., the United States and Canada Manufacturing Core). Use a summary chart based on the following questions:
 - What industries are observed?
 - What is the resource basis for the industries?
 - What occupations result?
 - What major cities are found?
 - What changes have taken place?
 - What changes are likely to take place?

Use a second video film to show an agricultural region, and use the same questions for analysis and comparison.

- e) Identify resource development and the similarities and differences. Focus on adaptation: (how people have adapted to their environment) and recognize examples from the films. Relate this to Alberta examples; e.g., pioneer sod houses, winter clothing.
- f) Recognize also the limitations placed by the environment, e.g., climate and clothing in January in Alberta and Hawaii; removal of trees in some places leading to soil erosion.
- g) Complete this section with a written summary that aims at reaching an understanding of the generalization "People are constantly interacting with the physical environment to meet their needs."

FOCUS: How do people, goods and ideas move within Canada and the United States?

(CONCEPTS: movement, transportation, communication, interdependence, trade patterns)

1. a) Begin this section with a homework assignment: students will find as many radio stations as they can, find their location on an atlas map and label an outline map (short-wave radios will be particularly useful).
- b) In class assemble the information, add to the map and entitle it "Communications." Recognize the effect that mountain ranges and distance have on radio communication.
- c) Add the location of TV stations that the student knows. Use TV Guide listings.
- d) Include a few important telephone area codes on the map.
- e) Use a page from a TV guide to identify the number of TV programs that originate in the United States.
- f) Add other forms of communication: film, computer data bases, mail services, newspapers, magazines.
- g) Summarize the concept of communications with a definition of communication and examples.

2.
 - a) Use a wall map of North America to identify the generally north-south direction of many physical regions (e.g., coastlines, Rockies, Plains, Mississippi Valley and Appalachians).
 - b) Show how early exploration by Europeans was closely related to river and lake distribution in both Canada and the United States - particularly evident in maps that show settlement patterns in the last century. Introduce the concept of trade routes.
 - c) Use maps showing travel routes of Native Americans to show the influence of geography (landforms, climate, wildlife) on movement and on the development of historical trade routes. Relate these routes to resources.
3. Repeat the map development exercise for transportation by bringing together maps that show roads, rail, air and water routes.
4. Use a game that introduces the concept of interdependence between regions: e.g., divide class into groups of four to represent different regions; leader will roll two dice to decide how many cards the group will be able to choose from a face-down deck of playing cards. Clubs represent land, spades are food, hearts are minerals and diamonds are money; cards are scored according to their numbers; ace is 13. Each round, each group member has to spend one unit of each of clubs, diamonds, spades and hearts. Trading is encouraged. Record on a chart.
 - Round 1 - students play
 - Round 2 - group three - drought - food cards worth half
 - groups one, two - good harvest - cards worth double
 - Round 3 - drought continues for group three - land cards worth half also
 - group one - continues to have good harvest
 - Round 4 - gold find in group five region: hearts worth five times their face value
 - Round 5, - build in factors that cause some groups to be dependent on others
 - etc. (through earthquakes, land speculation, takeovers, good and bad weather), then reverse the tide of fortune to recognize the need for interdependence.
5.
 - a) Apply the concept of interdependence to the regions of the United States and Canada. In an atlas, students will recognize the uneven distribution of resources, e.g., oil located principally in the Great Plains region; other regions have to import their energy sources.
 - b) Use trade information for the economic regions of Canada and the United States to identify the particular resources grown, mined or manufactured in that region. List on a chart:

REGION	RESOURCES		
	GROWN	MINED	MANUFACTURED

- c) Use immigration and emigration figures (e.g., from almanacs) to show population changes and movements. Consider the historical movement of peoples for geographical reasons (e.g., land availability in western United States and Canada, development of cities and industries on rivers, near to ports).
 - d) Choose a major centre of movement (of goods, people and ideas) and develop a city sketch to show the reasons for its importance. For example, Chicago is a major centre because of its location in the Great Lakes; easy access to all surrounding areas; surrounded by fertile land; railroad; importance as a centre for importing and exporting goods and resources; easy access to Mississippi River valley. Ensure that at least one city from each region is studied.
6. a) Review the movement of ideas (radio, TV) goods (imports and exports) and people (immigration and emigration).
- b) Complete the study of the concept of movement by giving students the generalization "Unequal distribution of resources between regions may lead to movement of goods, people and ideas," and ask them to provide at least five detailed examples to justify the generalization.

FOCUS: What are the regions of Canada and the United States?

This study will present opportunities for longer term in-depth research activities on the regions of Canada and the United States by using texts, atlases and library resources.

1. Review the regions of Canada and the U.S. By combining information studied on the physical, economic and political regions, identify the main regions (perhaps as follows):

- | | |
|--------------|----------------------------|
| The East | - Atlantic Coast Region |
| | - South East |
| | - Manufacturing Core |
| | - Appalachians |
| The Interior | - Gulf Coastal Plain |
| | - Plains |
| | - Prairie Provinces |
| The West | - Cordillera |
| | - Pacific Coast and Hawaii |
| The North | - Canadian Shield |
| | - Far North |

Most of these regions have a physical basis (similarities of landforms, climate, vegetation). This may be modified by human activities – political boundaries; e.g., the Prairie Provinces and the economic similarities; e.g., Manufacturing Core.

2. There are a number of different strategies that can be used for the in-depth study of regions. They include:

Strategy A: Study each region individually. Students will make point-form notes on the geographic concepts with accompanying maps of a region.

Strategy B: Study one region (e.g., the Prairie Provinces) as a whole class with teacher-led instruction. Study a second region with an outline provided by the teacher. After this, students may study each individually, or in groups. Alternatively, student groups would be assigned a region; they would follow co-operative learning procedures to arrive at a presentation of the information to the class. The presentations would use a variety of ways to display information (e.g., maps, murals, written, oral, diagrams, etc.).

e.g., Students could use question "How does human and physical geography influence daily life in . . . region?"

Step One: check that students understand the question.

Step Two: select groups and the region each group will study.

Step Three: using cooperative learning techniques, assign responsibilities within the groups: (decide reporter, observer, evaluator, etc.). Also decide how marks will be assigned.

Step Four: conduct research that focuses on the main question as applied to the assigned region. After collection of data analyse and synthesize the information and decide presentation (include graphs, tables, maps). Use the linear note-making outline for retrieval of information.

Step Five: have each group present information, perhaps as a newspaper with a variety of articles interviews weather cartoons letters want ads editorials sports, that depicts the relationship between geography and human activity or regions (other class members will take notes on a prepared retrieval chart). Display the information. Compare and contrast the similarities and differences between regions.



REGIONAL DESCRIPTIONS

Name of Region _____

Use linear note-making to keep a record of geographic information of each region.

1. Location

- relative _____
- absolute _____

2. Place

- physical
 - landforms _____
 - drainage _____
 - climate _____
 - vegetation _____
- human-cultural
 - people _____
 - settlement (history) _____
 - population distribution _____
 - occupations (agriculture and industries) _____
 - recreation _____

3. Movement

- transportation _____
- communication _____
- trade _____

4. Environmental Interaction

- resource development _____
- consequences _____
- limitations placed by the environment _____

3. Use debate or discussion to identify ways in which patterns of life are influenced by human and physical geography.

EVALUATION: Students will summarize the information by writing a one-page summary to answer the question.

CULMINATING ACTIVITIES:

FOCUS: To what extent should we continue to use our natural resources?

Use a **DECISION-MAKING** model to investigate this issue.

1. Identify an issue:

The study of the geographical environment includes some of the most important issues facing Canadians and Americans today. There are always items in the news, that focus on this issue. Use one example that brings out the competition between continual growth and resource preservation and is of current importance: e.g., acid rain, Colorado River; Great Lakes pollution; Oldman River Dam. The students should be provided with background reading on one example together with some comprehension and analysis questions. Ensure that both sides of issues are presented.

Broaden the student recognition of the issue with a few more statements of examples regarding use of our natural resources.

2. Identify possible alternatives:

Use an expanding group strategy to hypothesize possible solutions (see Topic 7A). Start with individuals and write down solutions – start with twos, increase to larger groups, then class. List solutions on chalkboard, narrow down to two that represent the values of conservation versus growth.

3. Devise a plan for research:

Decide what has to be done; what questions have to be answered; what resources are to be used; what strategies are to be involved.

Suggested research questions:

- What are our natural resources?
- Where are they located?
- How are they currently developed?
- What are the benefits of their development?
- Who benefits from the development?
- What problems arise from the development?
- How much of the resources are left?
- What are the limitations of the environment in that region?

Suggested resources:

- almanacs, atlases, encyclopedia, texts, AV, library references.

Suggested strategy:

- Group work investigation of each economic region, with questions assigned to members of each group. Groups will evaluate the alternative hypotheses.
- Outcome will be a display of student research, along with a 15-minute class presentation.
- Students will debate the issue.
- In pairs or threes, students will identify one natural resource important to our future (different resource for each group). Identify the uses for the resource and consequences of continued use. Present this information in a pictorial form as a display (see Across Canada, pp. 248-280).

4. Gather, organize and interpret information:

One way to develop is as follows:

- Understand the larger picture. Use the atlas to identify information on the distribution of natural resources. Record the information on an outline map. On the back of the map, list the resources and their uses.
- Briefly, review the historical development of resources in Canada and the United States.
- Assign the students to groups (preferably two to three students to a group).
- Assign each group a region. Place each question from the above list of resources on a separate job card.
- Groups will quickly select a leader, assign questions (recognizing that some questions need more time; some need map-making abilities, etc.).
- Each group will need to include a map that shows title, legend, symbols, direction, scale.
- Group responsibilities to be evaluated include observing courtesies of group discussion, providing input in a responsible way and working toward a common goal.

5. Evaluate the alternatives using collected information:

- Each group will examine the hypotheses presented, develop and use appropriate criteria, and agree on a decision for their region. The decision must be backed by reasons.
- Groups will make a class presentation. Each group will be evaluated on the information contained in its presentation. The audience can be involved in the evaluation of three or four areas, e.g., providing sufficient information; giving reasons for statements; providing visual appeal.
- A summary chart will be maintained on chalkboard or chart paper.

6. Make a decision, plan or take action on the decision (if desirable and feasible):

- As a class, review the issue question and hypotheses.
- Review the information, deciding priorities.
- Examine the importance of the information gathered in terms of criteria focusing on the future. How long can we continue to use these resources? Can we do without the resources? What happens if we don't use the resources?
- Discuss possible actions that could be taken. Decide on one feasible action for the class.
- Each student will write a multi-paragraph answer to the issue from his or her point of view, and include some possible courses of action or write a letter to the environment minister/company president.
- Carry out the action.

7. Evaluate the process, the decision and the action:

- With the class, review the steps taken to have them understand the inquiry process.
- Evaluate whether the decision was a good one, whether action will be beneficial and the improvements that might be made next time.

Additional Culminating Activities

1. Hand-sketch a map of North America showing the predominant physical features of each physical region studied.

Place a clear plastic sheet over a large wall map or use a projection of a blank North America outline (or use an airways route map). Identify places that students have flown travelled by train travelled by car or bus, and mark these on the plastic map. Use different symbols for each type of route and explain these on a legend. Identify physical obstacles to easy transportation.

2. Post-test: given a description of an environment, identify the region using location, place, movement and environmental interaction.

3. Apply the problem-solving model to the following:

3.1 Define the question problem "To what extent does physical environment shape a people's way of life?"

3.2 Hypothesize a probable answer.

3.3 Gather, organize, interpret information.

- Briefly examine three different groups of people who live in the same type of environment, such as the desert environment of the Bedouin and the American Indians living in Nevada Arizona.

3.4 Develop a conclusion/solution. Since these people do not live in identical ways, we can conclude that other factors, such as culture, do influence the ways people live.

4. Divide class into small groups. Each small group will prepare a "scrapbook" page for one of the physical regions. (See the Canadian Scrapbook Series as an example.) These would be large pages displayed on wall where items students discover can be pinned up. Encourage UNUSUAL information found in current sources (e.g., the rate of lung cancer; the proportion of vegetarians versus red meat eaters; the number of hospital beds available; the unusual temperatures this year, etc.). Also, encourage a variety of ways of representing information (e.g., graphs, tables, diagrams, etc.).

EVALUATION: Evaluate this exercise in terms of the contributions by individuals to the group, as measured by the group and by the teacher.

5. Complete the study with the post-test developed in the introductory section.
6. Develop a board game that uses a map of major transportation routes across Canada and the United States (e.g., Interstate-40 Washington to Los Angeles; I-5 Los Angeles to Vancouver; TransCanada Vancouver to Newfoundland; I-95 Newfoundland to Washington, D.C.). Students can produce questions for each of the mapping squares along the routes (approximately 10) that relate to geographical aspects (e.g., What mineral is Sudbury famous for? (nickel) Describe the landscape around Amarillo (flat plains). Dice will determine distance travelled. (Teams will play the game, possibly charting information for a North, East, South, West chart.)

EVALUATION:

1. Use the generalizations, concepts and related concepts from the program of studies as a unit basis to make an examination that will require students to provide examples.
2. Write a one-page report that explains, through examples, the effects of the way people live on the environment. Write a second report to show the limits the environment places on the way people live.
3. Draw a map of your own area, showing the movement in and out, of people, goods and ideas. Include the relief of the area, rivers, transportation routes, a legend and an approximate scale. Add an arrow to indicate "north."
4. Use the concepts, location, place, movement and environmental interactions, to describe your home area.
5. With the assistance of the students, develop a marking procedure for the concept development chart.
6. Provide a blank map of North America Regions that acts as a "collector" map for information developed throughout the unit. Students will develop their own symbols to show the major natural resources and economic activities of each region. Include a legend.

TOPIC B Canada: History to the Twentieth Century

The intent of this study is to help students develop a greater understanding of Canada.

Students will study the historical development of Canada to the present century.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: - How did Canada become a nation?
- Related: - How did the French and British influence the development of Canada?
 - What were the reasons for exploration and settlement?
 - What factors contributed to Canada's expansion?
 - What were the reasons for Confederation?
 - Why did bilingualism develop in Canada?
 - Why was the West settled?
 - How did individuals contribute to the political development of Canada?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - The development of Canada as a country has been shaped by a number of significant events, and the contributions of individuals.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Colonization was one result of competition between nations for new territory.	colonization	- New France - British colonies - authority of the colonial government - trade with Britain and France
Many different factors influenced the settlement and exploration of Canada.	settlement	- Native people - United Empire Loyalists - explorers of Western Canada - immigration/migration - Red River Settlement
The use of more than one official language results from a nation's unique history.	nationhood	- two founding peoples - Proclamation Act 1763 - Quebec Act 1774 - Constitutional Act 1791 - struggle for reform in the colonies • Louis-Joseph Papineau/William Lyon MacKenzie • Rebellions of 1837 • Act of Union 1841 - Confederation • American Civil War • B.N.A. Act, 1867 • John A. Macdonald • bilingualism - response to expansion • Louis Riel - Canadian Pacific Railway - creation of provinces
Confederation was a response to internal and external pressures.		

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in political cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret historical maps to uncover the relationships between human and physical geography on the development of the Canadian nation.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the historical development of Canada.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - colonization, settlement, nationhood.
- Make generalizations by stating relationships among concepts about significant events and contributions of individuals in Canadian history.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the historical development of Canada.

COMMUNICATION SKILLS

- Construct a timeline of major events and contributions of individuals to shaping the political development of Canada.
- Write, from more than one point of view, a clear and effective letter, report or explanation to support a position on the historical development of Canada (significant events and contributions of individuals), adding vicarious experience to direct experience as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation for the way in which knowledge of the past helps them understand the present and the future.
- Appreciation of British and French interaction in shaping Canada's political development.
- Appreciation of the contributions of individuals, groups and events to the development of Canada.
- Willingness to consider opinions and interpretations different from their own.
- Respect for democratic principles.

GRADE 8 – TOPIC B: CANADA: HISTORY TO THE TWENTIETH CENTURY

OVERVIEW:

In this topic, students will develop a greater understanding of Canada by exploring the development of Canada as a country. The study will provide a broad chronological overview of Canadian history to the twentieth century. It is suggested that the section on presettlement be treated as a brief review of Grade 5 social studies.

INTRODUCTORY ACTIVITIES:

FOCUS: What is a Canadian? or Why should we study our history?

Select from the following activities.

1. Because of the great influence that American media (television, radio, newspapers, magazines, films) have in Canada, many Canadians are likely to be more familiar with the United States (past and present) than with Canada (past and present).
 - a) Show filmstrip "Images of Canada" Canadian Broadcasting: A Voice for Unity (Kanata Kit 9) and have students complete the questionnaire and correct their own answers (Student Masters No. 1 and 2, pp. 5, 6). Discuss the results:
 - Do the students recognize more American images and myths than Canadian?
 - Do these foreign images have any affect on us as a country in terms of our knowledge, sense of identity and national unity?
 - b) Have students read "World-Famous Canadian Entertainers," p. 3 and "Did You Know It Started In Canada?", pp. 4-8 in the Student Booklet. Discuss why so many Canadian entertainers went to the United States. Name other Canadian inventors or inventions.
 - c) Use "Activity 4: Pre-test: How Well Do You Know These Canadians?" Changes in Canadian Institutions: What is the Individual's Role? pp. 15-18 (Kanata Kit 8). Discuss the results of the tests.
 - d) Have students discuss the following:
 - Why are we often unfamiliar with Canadian developments?
 - Do you think it is important that Canadians should know more about Canada?
 - What can be done to make the people of Canada more aware of Canadian achievements?

Note: Teachers can create their own list of famous Canadians, Americans and others and have students identify or match a list of famous Canadians to a list of ideas, inventions or accomplishments. Then do 1(d).

DEVELOPMENTAL ACTIVITIES:

FOCUS: What were the reasons for exploration and settlement?

1. PRE-SETTLEMENT YEARS

- Read and interpret information and maps on the Native peoples present in Canada before the coming of the Europeans.
- Identify and research three distinct native groups. To allow for comparison, choose tribes according to the economic activity they engaged in, such as agriculture, nomadic hunting and fishing. Record similarities differences on a retrieval chart; e.g., houses, food, social events.
- Using historical maps, research and map early exploration patterns.
- Using discussion strategies, why did early explorations take place mainly on the east coast? Why did the first explorers come from Europe rather than Asia? Map trading patterns that began to develop (H.B.C., N.W.C.).
- Cartoon Analysis: Have students display an understanding of the relationship between the Natives and the Europeans, by creating a cartoon.
- Carry out three stickman biographics (Topic 7A) about any of the early explorers (up to 1600). Use the information collected to write a comparison of two explorers.

2. COLONIZATION

Use the following strategies to present a sequenced understanding of the concept of settlement in Canada.

a) Personal Survey

- Relate the early settlement of Canada to relevant aspects of the student's life: Create a survey chart (e.g., Who, in your family or another family you know, has come to Canada from another country?).
Where did they come from?
Why did they leave there?
When did they come?
Why did they come to Canada?
- Carry out the survey and take sufficient time to analyse the information.
- Tie the dates to a timeline.
- Use a world map to show countries of origin coloured proportionately.

- b) Brainstorm: Why would people move to another country, region, area today? Under the headings—social, political, economic—list reasons for leaving former country. Do the same for the reasons for coming to Canada. How might people who live in an area feel about newcomers? (List on board under pros and cons.)

Hypothesize:

- People came to Canada for similar reasons about 300 years ago. Did the Natives feel the same way about newcomers?
- Identify in writing some of the feelings for and against immigration the Native peoples may have had as people began arriving?

Validate the answers by checking appropriate sections in texts. Students will write their answers for the teacher to evaluate. Check and criticize the hypotheses.

- c) Using library sources, develop a brief research package: e.g. How life was organized in New France? Use various school library resources to develop an understanding of the early settlement of New France.



COOPERATIVE PLANNING - TEACHER AND LIBRARIAN

Having students engaged in library research is an opportune time for cooperative planning between the classroom teacher and the school librarian. Some techniques to consider are:

1. plan together
2. establish specific objectives
3. library skills may be integrated in the plan -- -
4. using group work to develop skills
5. (re) introduce students to:
 - using school lending procedures
 - using the card catalogue
 - referring to chapter headings
 - referring to index for specific information

Assign students the task of reporting on different aspects of life in New France; e.g., government, farming, home life, military life, business life. Each student would use two or more texts for information, and then report this information in some kind of display to communicate the essence of the particular aspect of life (e.g., drawings, oral presentation, poster, chart, newspaper story, map). This could be done on an individual/pair/group/class basis.

Evaluate the work on the basis of accuracy, keeping to the topic, depth and originality of presentation. Students can assist in some or all of the evaluation.

- Support the research by showing filmstrips and films of life in New France that illuminate social life and the development of government.



LIBRARY RESEARCH

Students need to be taught how to gather information, not just assigned a task. Students should be given practice developing research questions by doing it as a class and proceeding to students thinking up their own. Two important steps in researching are:

- compile questions before research
- answer questions in own words (not copied) or make notes in point form (unless footnote)

By teaching students how to do written assignments—both the research and the writing—plagiarism may be eliminated.

1. Planning
 - choosing a subject
 - develop questions for research (who, why, what, where, when, how)
2. Identifying sources of information
3. Locating and gathering information
 - print, non-print
4. Reading - interpreting
 - main related ideas
 - relationships
 - cartoons, pictures, charts, tables, graphs
 - maps
5. Listening and viewing - interpreting
 - point of view
 - purpose message
6. Organizing information
 - classify, categorize, sequence
 - notetaking/notemaking (answers to research questions written in "student's" own words—not copied! or in point form)
 - webbing mind mapping/charting
7. Analysing, evaluating and summarizing information
 - develop conclusions, generalizations
 - make decisions

Note: See Writing (8B).

- d) The British North American Colonies: Start with readings that describe the growth of British influence in North America.
 - Using atlas text references, map areas occupied by the British in the mid-eighteenth century.
 - Compare areas occupied by the French and British on a geographical basis; i.e., compare the suitability of the land, the climate, the vegetation, soils and resources in British and French territories.
- e) Review the significant events of the early colonization of North America, especially the competition between two European nations (France and Britain) in their desire to control territory. Ask students to formulate general statements about colonization, then draw out the generalization "Colonies developed as one result of competition between nations for new territory."

FOCUS: What factors contributed to Canada's expansion?

1. American War of Independence:

- Avoiding in-depth treatment, skim, then read for detail, about the causes, events and results of the American War of Independence. Complete a chart that shows these events.
- Small group: Study, research and answer: Was there any relationship between the American Revolution and the Quebec Act of 1774?
- Read accounts of the United Empire Loyalists and their coming to British North America.
- Use the problem-solving model to answer the question: What effects did the coming of the United Empire Loyalists have on the development of Canada as a nation?
- Have students write a first-person account of a United Empire Loyalist coming north or an account of an American in a village as the Loyalists leave (the group includes one of his or her brothers).

2. Timeline to 1800:

- Review the historical background to 1800 by completing a timeline of important historical events between the years 1000-1800. (See appendix at end of this section.) To do this, use a "string timeline." Stretch a string across the classroom (from wall to wall); work out a scale (e.g., 1m = 200 years); write each event on a small card or strip of paper, and pin or clip each in the appropriate spot on the timeline. Assign three or four students to add to timeline as new events are learned. (Timeline skills may require instruction and or review at this time.)

3. French-British Relations Before the Rebellion:

- Research the main events and background of the years 1759 Conquest, 1763 Act of Proclamation, 1774 Quebec Act, 1791 Constitutional Act and War of 1812. Students, working in groups, can present these events as part of a newspaper of the time, including researched material on French-British relationships, social and sport events, etc. Develop a four-page newspaper, having each student responsible for one page. Provide an appropriate name for the newspaper.
- Evaluate in terms of contributions of each member, and quality of work.

4. Rebellions of 1837:

- Read a text for general information; use film filmstrips to compare and contrast the reasons for discontent in Upper Lower Canada.
- Ensure a general understanding of the arguments, and outline what the positions perspectives of various people might be; e.g., farmer in Lower Canada; businessman in Upper Canada; member of Family Compact or Chateau Clique; the Governor; Papineau MacKenzie.
- Each student will assume the role of one of the people and will write a speech to represent the likely arguments presented.
- Exchange speech with a partner, whose job it will be to identify the role portrayed.
- Discuss (in small groups). "Is rebellion a solution to conflict?" Take a stand, perhaps using a modern example, and give reasons. Share findings with the rest of the class.
- Explain the consequences of the Rebellions: the visit of Durham, the Act of Union (1840).
- Use the problem-solving model to address the question: Did the Rebellions of 1837 achieve what they set out to do?

5. Red River Settlement:

- Show students how you would roleplay the part of a Metis member of the Red River Settlement. Explain that to do this, you would need background information on the topic. In this case, have students imagine that it is the 1860s; each is a member of the most populous group in the Red River Settlement, the French-speaking Metis. They have heard a rumour that the Hudson Bay Company is thinking of selling Rupert's Land to the Dominion of Canada. Complete the activity by writing a letter to the president of the Hudson Bay Company expressing all their concerns about this possible sale.

FOCUS: What were the reasons for Confederation?

1. Confederation:

- Read to explore the gradual growth of Canada toward nationhood following the Act of Union 1840, including the moves toward responsible government; the perceived threats from the United States (Fenian raids, Civil War); the increased cooperativeness of some French Canadian English Canadian leaders. Write a summary of the information.
- Using AV resources, compile biographical information about Macdonald, Papineau, Mackenzie, Lord Durham, Lord Elgin, etc. Develop a comparison chart to focus attention on the French- and English-Canadian contributions.
- Discuss the concept of "Two Founding Peoples," relating it to modern issues of bilingualism and the struggle for Canadian unity.
- Prepare "quotation cards" on which students write imaginary quotes. Others should then be able to identify the speakers: e.g., "I was the first Prime Minister of Canada" (John A. Macdonald). "My paintings of totem poles and west coast scenes never sold during my lifetime" (Emily Carr).
- Have students choose to be delegates from P.E.I., Newfoundland, Upper Canada, Lower Canada, New Brunswick and Nova Scotia. Role play a meeting of delegates, at which each gives reasons for and against confederation.
- Prepare a "Who Am I?" game using people encountered in the readings and who played a part in Canada becoming a nation.
- Chart reasons for and against Confederation.
- Add to the timeline the events that led to the writing of the B.N.A. Act.
- Develop a chart showing how Canada's government was set up in the B.N.A. Act.

2. Use political cartoons to understand people and events in history.

- a) Present the following information to assist students in understanding political cartoons. Use cartoon interpretation strategy.
- b) Present students with a sheet (or use overhead projector) containing three cartoons. Each cartoon would preferably focus on a prescribed concept.
- c) Have students generate series of question or ask students to complete an analysis sheet for each cartoon, using appropriate questions. Have them answer individually or in groups.
- d) Discuss the answers. Note the differences in the ability to analyse cartoons based on lack of knowledge of the cartoonist's techniques and/or the events on which the cartoon is based.
- e) With the objective of having students recognizing Native perspectives, present a cartoon showing such an interaction (possible sources: texts, filmstrip "Our Government: Some Questions" in Kanata Kit 8, Canada's Political Heritage: Conflict or Compromise? Complete an analysis sheet, and discuss.



POLITICAL CARTOON INTERPRETATION

Cartoons: are expressions of individual opinion; may be deliberately not fair or balanced; make an immediate impact on the viewer.

To interpret cartoons, focus on details and interrelationships. Specific skills for interpreting political cartoons can be developed through appropriate questions such as:

- Who is the caricature in the cartoon? What is he/she doing?
- What is its caption title? What event or issue does it highlight?
- What is its purpose? To ridicule? To explain something? To reveal an injustice? To present a point of view?
- What symbol(s) is used? What is the meaning of it?
- What ideas are distorted or exaggerated? What is your reaction to the distortion?
- What are other points of view? How can they be used to counter the cartoonist's view?

Some examples of techniques used by cartoonists are:

- Caricature (certain features are distorted or exaggerated to make a point or to ridicule).
- Stereotypes (e.g., military leaders often shown with chest of medals; rich and fat; radicals with crazed look, etc.).
- Symbols (dove for peace; bear for U.S.S.R.; beaver for Canada, eagle or Uncle Sam for U.S.A., etc.).
- Size contrast to make a point (large being important, powerful or noisy; small being ineffectual, timid or quiet).
- Tones used (dark for sombre or evil; light lines can make a cartoon seem whimsical).
- Clues (captions, labels, words appearing within the cartoon; e.g., a person holding a sign or wearing a lapel button with name on it).
- Background information (often found in the headline or editorial of the day the cartoon appears—sometimes requires historical references).
- Humour (often used to make a serious event memorable).
- Perspective (whose point of view is being illustrated? bias?).

FOCUS: Why was the West settled?

1. Opening of the West:

- Review the growth of Canada to Confederation through the use of historical maps that show territorial growth. Particularly point out the extent of European settlement west of the Great Lakes, and the predominance of the various Indian Metis populations at the time.
- Using elevation/vegetation/climatic maps, predict the likely development of western Canada.
- Using exploration maps, identify the major western Canadian explorers.
- Develop a research outline of the reasons/events that led to the Riel Rebellion; discuss with a partner and follow through with research, using at least two texts.
- Prepare a list of grievances that the Metis might have presented to the government outlining their concerns.
- Each student will prepare a position paper on this question: Louis Riel: Rebel or Hero?
- In small groups, discuss the arguments, then in class bring out the major argument for and against. Finally, students develop a one-paragraph position paper that takes one side, and substantiates the viewpoint.
- Find the connection between the Riel Rebellion and the building of the CPR.

- Develop a map of Canada that includes the major events of the nineteenth century, showing locations and events. Include the development of a railway system. Hand in the map for evaluation.
- Prepare and present a speech for John A. Macdonald in which the student tries to convince the Canadian Pacific to:
 - complete the railway
 - encourage settlement in the west.

Complete the activity by role playing Macdonald delivering the speech.

2. Immigration to the West:

- Use poster advertising for immigrants in Europe as a basis for discussion of why the government wanted a large influx of immigrants in the west. Invite a guest speaker who can provide additional information. Before visit, prepare an outline that will focus on reasons for immigration and consequences in Canada.
- Prepare a mini-timeline on periods of settlement 1775 - 1900. Illustrate with pictures where possible. (See pp. 34-35 *Cultures in Canada*.)
- Read about the first two people to cross North America from Halifax to Victoria (*Discovering Canada* - Chapter 8) in 1872 before a transcontinental railway existed. Students will conduct an imaginary interview with these men (Sanford Fleming and George M. Grant) and write a story under the heading "Plotting a Route to the Pacific."
- Use a wall map to show the route the CPR finally followed.
- Students will each research to find an unusual little known interesting fact about the building of the CPR (e.g., wages paid, liquor problems, etc.). Either post findings on the map or present orally. Culminate this activity by asking students to write a short composition entitled "A Day in the Life of an Ordinary Worker on the Canadian Pacific Railway."
- Complete a brief study on the creation of the Province of Alberta, identifying the causes of the rapid growth (increasing European population; desire for a new life; fear of American development; development of new strains of grain; CPR; etc.).
- Synthesize by using a game format similar to "Front Page Challenge," and news events from this topic. Some events that could be used:
 - John A. Macdonald forced to resign
 - Aftermath of the Rebellion Losses Bill
 - Family Compact accused of favouritism, etc.

CULMINATING ACTIVITIES:

FOCUS: How did individuals contribute to the political development of Canada?

1. Canada is continually changing. In small groups, brainstorm a list of the aspects of Canada that you would most like to see changed/improved. List all ideas on the board. As a class, try to reach consensus on the three most important ideas.
2. Complete a mini-study of heroes/heroines.
 - Group discussion:
 - a) Has Canada had any heroes/heroines?
 - b) Who are they?
 - c) Why do we consider them heroes/heroines?
 - d) What are the characteristics of a person who is considered to be a hero/heroine (e.g., brave, winner, overcame adversity)?
 - Prepare a list. Post and add information, articles, names of books about them that others might then read, upcoming television interviews, articles describing current acts of bravery, etc.
 - Try to predict which areas might bring forth our heroes/heroines in the future (e.g., finder of a cure for cancer, AIDS and other diseases).



BIOGRAPHY

Complete a biography of a future hero/heroine, starting from a stickperson biography.

What did she/he see?

What did she/he hear? (influenced by)

What were her/his strengths?

What did she/he feel? (emotion)



What did she/he think? (ideas)

What did she/he say?

What did she/he do? (actions)

What did she/he believe?

What were her/his weaknesses?

Where did she/he go? (movement)

Then re-write as a biography.

3. Each student is given a list of 10 individuals or events relating to Canada's past (pre-1900). Without using printed resources, they must put this into sequence according to the time in which the individuals lived or events occurred. They may consult others in class for help. (Examples: La Vérendrye, Simon Fraser, Robert Baldwin, John A. Macdonald, Louis Riel.)

As a variation, students can be put into teams with the team objective being to get all individual lists in correct order before any other team.
4. In groups, use the decision-making steps to address "To what extent should Canada maintain its independence as a nation?" Evaluate in terms of:
 - a) planning
 - b) researching
 - c) synthesizing
 - d) suggested action steps.

5. Have students write a letter to the editor supporting their position on Canadian independence.



WRITING

Four types of writing assignments that stimulate and challenge students are:

1. Report - compiling information in your own words with a minimum of critical thinking.
2. Exposition - explaining an idea, conducting an investigation, synthesizing issues or providing a new point of view to a problem. (Compare and contrast the views of ... toward ...)
3. Narration - telling a story, an anecdote, drama or vignette using creative thinking. (Write a story about Louis Riel's trial combining fiction with actual facts.)
4. Persuasion - evaluating an idea or belief. (Write a letter to the editor supporting or opposing the position of the government on free trade.)

The steps necessary for effective writing are:

1. Prewriting (planning, reading, listening and observing stage)
 - Select a subject
 - Develop questions to be researched (brainstorming)
 - Gather information and ideas (carry out research)
 - make notes in point form or own words (unless footnote)
 - Organize and sequence information and ideas
 - Develop an outline
2. Writing
 - Write main thoughts and feelings
 - Write clearly in sensible order
 - introduction and thesis
 - body
 - information researched
 - arguments and conclusions based on facts
 - conclusion
 - summary (repetition of main points)
 - significance, meaning or results
3. Revising
 - Are the main ideas included?
 - Is the message clear?
 - Does it include all the arguments?
 - Is it persuasive?
 - Make changes to content and structure.
4. Editing (form and structure become more important than content)
 - Improve the ideas
 - Proofread
 - word usage, tense
 - mechanics (punctuation, capitalization, spelling)
 - Review paper format
 - title page
 - table of contents
 - body (introduction, information, conclusion)
 - bibliography
 - Peer and/or teacher evaluation (editing)
5. Rewriting
6. Presenting
 - Present final copy

Note: See Library Research (8B).

EVALUATION: Use the generalizations, concepts and related concepts from the program of studies as a basis to make a unit examination that will require students to provide examples.

APPENDIXSample Timeline Information

Before 100 B.C.	North American Indians began to develop some agriculture. Most food was still hunted for. Copper began to be used.
100-1500	Period of exploration of the "New" World by Europeans.
1500	Spaniards brought horses to North America which were then traded to the Plains Indians.
1604-1632	French settlement in North America.
1700	Plains Indians began to obtain guns.
1759-1763	British and French struggle for control of North America. British defeat French on the Plains of Abraham outside Quebec. Colonies now controlled by the British (Proclamation Act).
1763-Treaty	
1774	American Revolution begins, Quebec Act passed (tried to meet needs of French settlers).
1776-1784	U.E. Loyalists arrive.
1791	Constitutional Act (tried to meet wishes of the new Loyalist settlers - Upper and Lower Canada).
1812	War between British and United States (mostly fought in Canada).
1837	Rebellions in Upper and Lower Canada.
1839	Lord Durham's recommendations for unification and responsible government.
1840	Act of Union (Canada East/Canada West).
1848-1849	Principle of responsible government established by the Rebellion Losses Bill.

Events Leading Up to Confederation

1864	Charlottetown and Quebec Conferences.
1867	Confederation (British North America Act).
1870	Province of Manitoba created.
1871	British Columbia joined Confederation.
1873	P.E.I. joined Canada.
1885	Completion of the CPR. Riel Rebellion.
1905	Alberta and Saskatchewan became provinces.

TOPIC C South America: A Case Study of Brazil

The intent of this study is to help students to extend their understanding of geography.

Students will study the physical and human geography of Brazil over time.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: - What has been the interaction between physical and human geography in Brazil over time?
- Related: - What are the major physical features of South America?
 - How does the culture of Brazil reflect the variety of origins of its people?
 - How has human settlement altered the physical environment of Brazil (past and present)?
 - What issues and trends are likely to influence the relationships of the people of Brazil with their physical environment?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - The interactions of people with their physical environment continues to influence patterns of life in Brazil.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Physical geography influences human settlement.	settlement patterns	- physical geography - exploration - settlement - expansion
The physical environment provides opportunity and at the same time imposes limitations.		
Modification of the physical environment can have both beneficial and detrimental effects.	human geography	- transportation - communication - population patterns - resource development - lifestyle - cultural groups

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationship between human and physical geography on the development of Brazil.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about basic relationships between physical and human geography in Brazil.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - settlement patterns, human geography.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on relationships between history and geography in Brazil.

COMMUNICATION SKILLS

- Construct a graph to show the cultural and ethnic origins of the present Brazilian population.
- Convey information and explain thoughts, feelings and ideas in an oral presentation, speech or debate to classroom groups about the impact of geography on the development of Brazil. (Use appropriate vocabulary, voice production factors and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation of consequences of people's interactions with their environment.
- Acceptance of the responsibility of the individual in the global community.
- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Sensitivity to the points of view of cultural groups other than their own.

GRADE 8 - TOPIC C: SOUTH AMERICA: A CASE STUDY OF BRAZIL

OVERVIEW:

South America is one of the most rapidly growing areas of the world. In population terms, the area is the fastest growing. Economic development of the rainforest, plains and mountain areas is rapid in many places.

While some perceive such growth as beneficial, serious repercussions for the whole planet could result. This is particularly true in Brazil, where World Bank-backed projects chew up hundreds of thousands of hectares of rainforest each year in efforts to provide land for landless peasants. In the burgeoning cities, Brazil's great wealth is belied by the considerable numbers of poor living in slums.

This teaching outline opens with some suggestions to interest students in the topic of Brazil and requires the teacher to bring out an introductory understanding of the mandated concepts.

In the developmental strategies, the outline uses the related questions from the program of studies as a framework for the development of concept and sub-concept understanding. Since this is one of the units that goes beyond North American boundaries, the opportunity is taken to develop some basic world geographical knowledge through regional studies before focusing on Brazil. Brazil's historical development is then viewed in relation to physical geography as well as to the cultural roots of its people. Today's economic development is highly dependent on Brazil's natural resources and the particular political directions of the country. This development presents the opportunity to examine several issues and trends. Culminating activities will refocus attention on the opening activities and require various presentation skills.

As the students develop their knowledge, a variety of activities present the possibility of skill development; in particular, atlas interpretation skills, learning centres and RAFT assignments. The acronym refers to Role, Audience, Format and Tense. Students are asked to take on the role of a contemporary or historical figure and address a written presentation to a specified audience.

INTRODUCTORY ACTIVITIES:

FOCUS: What are the major physical features of Brazil?

Select from the opening strategies to interest and involve students. Include the following:

1. Brainstorm: "A Trip to Brazil." Focus on required concepts.

In small groups, list what you would need to know to:

- a) plan a trip to Brazil

or

- b) move to Brazil with your family for one year. Leaders will share responses with the class. Write to the Brazilian Embassy, Ottawa, for information on Brazil.

Brazilian Embassy
255 Albert St., Ste. 900
Ottawa, Ontario
K1P 6A9

2. Watch a brief video/film excerpt that shows the liveliness of carnival time in Rio de Janeiro (e.g., BBC Production "Carnaval"). Provide a focus for the study of Brazil's history and geography with activities such as the following:

- a) Debrief student impressions of the video: What does it tell about Brazil's history? Geography?

- b) Create a class or small group mural showing student drawings representing "Carnaval": e.g., students may draw or design mask costume scene. All drawings will be included in the class mural or, in a small group, students will design a carnival costume.
3. Use food as a motivator: put on a Brazilian meal. Show "Eat Like a Brazilian" from Space Age Agriculture, free from Alberta Agriculture.
4. Hand out tourist pamphlets, handouts and posters on Brazil. (Information must be obtained well ahead of time from Travel Agencies and Brazilian Embassy.) Using the information, students will plan a trip to Brazil. They must include clothes needed, places to visit, money, language problems and places to stay.
5. Build a data sheet on Brazil by handing out a variety of resources to the students and having each student provide three interesting pieces of information for the data sheet.
6. Make three to four readings on different people living in Brazil. Have students make comments on lifestyle, beliefs or compile a list of interesting facts about Brazilian life to share with class.
7. Play game, Who Are the Lucky Ones?, (a poverty simulation game). Teacher should point out that 65% of Brazilian population lives in poverty.
8. Show films on Brazil such as the following:
 - "Children of the World - Brazil" (NFB #106CO175206)
Make comparisons between a Canadian child's and Brazilian child's lifestyle.
 - "Brazil: South America's Giant"
(This provides an overview for this unit.)
 - "Brazil: The Trumpet"
(To focus on poverty of much of population.)
 - "Sweat of the Sun, Tears of the Moon" video
(Shows life on the Amazon and life in the rainforest.)

After completing selected introductory activities, review required concepts for understanding of the meanings of settlement patterns and human geography.

EVALUATION: Evaluate student understanding of the concepts of settlement patterns and human geography by asking students for written definitions and examples.

Follow this with a written quiz made up of items generated and submitted by students, and based on the information developed so far.

DEVELOPMENTAL ACTIVITIES:

FOCUS: What are the major physical features of Brazil?

1. Use a globe to find location of South America; identify location compared to Alberta, Canada, the Equator, and Tropics of Cancer and Capricorn. Then use an atlas to find location of South America relative to other continents and oceans, and follow with a world map to show the information.
2. World Background - atlas work.
With the purpose of developing student background knowledge of the major physical regions, use an atlas and present various thematic world maps with a special focus on South America.



USING ATLASES

Note: When using atlases, start each time with the contents page; if using the map for the first time, work the students through the sequence: title, legend, scale, detail. Use a few comprehension questions to ensure focus (e.g., What is the main theme(s) of the map?); some analytical questions to develop insight and comprehension (e.g., Why are cities located where they are?); and a synthesizing question or two to develop conclusions and generalizations (e.g., What general statement can you make about the map?).

Some main features to focus student learning on basic geography are:

- Landforms – the world's major mountain chains, resulting from continental drift.
- Drainage – the major river basins of the world, particularly the huge rivers of the tropics resulting from the heavy rainfall.
- Climate – identify the factors influencing climate: latitude, pressure and wind belts, altitude, ocean currents, mountain ranges and continentality (distance from ocean). Use a few examples of temperature and precipitation figures to illustrate the effect of each factor.
- Vegetation – notice the close correspondence with climatic zones, the large areas with little or no vegetation.

Use one world map outline to copy the landforms, drainage and climate information in general form.

Note: See Using Wall Maps (8A).

3. Students will look at political and physical maps of South America; working with partners, each student formulates 10 questions about South America's geography and asks these of the partner; e.g.,
 - a) Which is the largest country? River? Mountain range?
 - b) How many countries have a common border with Brazil?
 - c) How many do not?
 - d) Which lines of latitude and longitude does Brazil lie between?
 - e) Where does the equator lie?
4. Provide students with a reading detailing the importance of the tropical rainforest to the biosphere in providing a good proportion of the world's oxygen needs. Focus on the rapid depletion of this rainforest. Find the main idea of the reading, then the related ideas.
 - Identify the dilemma faced by Brazil – with the largest rainforest of any country. What are the values in terms of development (economic development and growth, preservation and conservation)?
 - Individually, students can take an interim position on the dilemma: which is most important for Brazil's future? (This will be followed up later.)
5. Hand-sketch an outline map of Brazil on a blank sheet. Place dots to represent places where the coastline or border changes direction. Rearrange the dots until the proportion is approximately correct. Connect the dots with lines to portray the simplified outline. Then add a simplified representation of landforms (mountains, rivers, plateaus, plains, lowlands) and name the predominant items. Repeat for maps showing climate, vegetation, population.
6. Using an overhead projector, produce a large outline map of Brazil for wall display. With the purpose of relating the topic to current events, develop an ongoing collage as students find and bring in pictures, news items, etc., pertaining to Brazil.

7. For organizational purposes, the study of Brazil could centre around five regions: the south, the central west, the central area, the Amazon Basin and the north east. The entire class could study each in turn, or small groups could research material on each one and then present to the class.

Note: The study lends itself well to a learning centre approach. Provide five centres, each with sufficient and varied information in the form of maps, texts, pamphlets, typed information, etc., for the study of one of the regions.



LEARNING CENTRES

1. Provide a clear focus for the study; e.g., a distinct topic such as: What are the important physical features of the region?; or an issue; such as: Should the region's natural resources be developed?
2. Set out a few valid knowledge and skill objectives. For example:
 - students will learn of the variety of resources in Brazil.
 - students will construct their own sketch map to show the region's physical features and natural resources.
3. Set up a structure based on questions and activities, such as:

Questions for understanding

- What are the region's forest resources?
- What transportation and communication facilities are there?
- Why have the resources been developed?
- Who is benefiting from the development?

Activities to complete; e.g.,

- Write statements to represent the positive and negative sides of resource development in Brazil.

4. Provide sufficient materials for the students to achieve success in answering the questions (e.g., texts, maps, pamphlets, magazines, travel brochures, information from Brazilian Embassy).
5. Set a deadline of one or two lessons for the study of each area.
6. Provide opportunities for the researched information to be presented to the class.
7. Sum up this part of the unit by summarizing essentials of the physical features of Brazil.

EVALUATE in terms of student responsibility to answer knowledge-based questions, and the quality of presentations.

FOCUS: How does the culture of Brazil reflect the origins of its people?

1. Review the meaning of culture in the broad sense - as the way of life of the people (see Glossary).
 - Recall (from Topic 7C) some aspects of Canadian culture; e.g., French-Canadian traditions, Maritime music, Ukrainian customs.

Relate these to their origins.

- Using these as examples of how modern culture depends on the origins of people, begin a study of the origins of the Brazilian people.
2. Through reading, investigate the original native settlement of Brazil. Develop understandings of the various native groups, their close relationships with environment, their particular customs. Recognize the present state of native culture and native integration in Brazilian society.
- a) RAFT assignment: You are a Portuguese explorer living in Brazil in the 1500s. Write a letter to your family in Portugal in which you describe the land of Brazil and the life of the indigenous people of the Amazon.

In the assignment:

R - role - Portuguese explorer

A - audience - family in Portugal

F - format - writing a letter

T - tense - written in present tense as if the student were living in Brazil in the 1500's.



RAFT

The letters RAFT refer to a writing strategy that attempts to take students out of their present roles and into the roles of others.

One way to make activities more appealing is to vary the role, audience and format for students in writing assignments.

R - role (reporter, scientist, Czar, etc.)

A - audience (family, employer, business, etc.)

F - format (letter, report, diary, newsreport, etc.)

T - tense (past, present, future)



EVALUATION: RAFT ASSIGNMENT

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Content						X2
• accuracy						
• completeness						
Organization, Neatness						
• lack of writing errors						
Role Audience						X2
• role addressed throughout						
• audience addressed						
Comments:						Total: 25

- b) Construct a timeline to depict the early exploration of Brazil. Through readings, recognize the part that geography has played in the development of the country, since its discovery by the Portuguese in 1501. (Timeline skills may require instruction and/or review at this time.)

 EVALUATION: TIMELINE					
	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
Creativity					
Organization, Neatness					
Accuracy, Completeness					
Comments:					Total: 20

X2

- c) Read a map showing the early exploration routes and early settlement. Identify the importance of the two major rivers and their navigable river systems to exploration and settlement. Recall the dependence of Canada's exploration and settlement on its river systems.
- d) Produce graphs of population growth to show cultural and ethnic origins of the people (native and immigrant). Particularly, focus on the impact of the Portuguese who provided the language and much of the basic culture.



GRAPH MAKING

Graphs are one method of communicating statistical data. Their purpose is to present data in a way that is easy to grasp and make a particular point clearly.

Four basic forms of graphs are bar, circle (area), line and picture graphs. Their descriptions are as follows:

- bar graph, which uses horizontal or vertical bars in relationship to a numerical scale to show quantities, can be used to graph just about any data.
- line graph, which shows quantities through the use of points and connecting lines plotted on a grid, can be used to illustrate continuous data (e.g., temperature variation). Line graphs can show trends effectively and large numbers precisely.
- circle (area) graph, which shows parts of a whole, can be used to illustrate budgets or spending.
- picture graph, which uses pictorial symbols to show numerical units, can be used to show discrete or continuous data. Some drawbacks of picture graphs are: that all the symbols must be counted to determine the numbers represented; that precision may be lost when large numbers have to be rounded to convert them to symbols.

Students will need the following materials to create graphs: graph paper, protractors, compasses and rulers.

The steps necessary for effective graph making are:

1. Make a chart of the data you wish to graph.
 - Is the range of quantities manageable?
 - Is the number of items practical?
2. Decide the form of graph to use.
3. Make a rough draft of the graph form to see if it is the appropriate one.
4. Construct the graph form and plot the data (symbols, colour bars, place and connect points, calculate segments).
5. Label the graph completely (title, axes labels, source of data and date).



EVALUATION: GRAPHS

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Title, legend, X and Y axis						X2
Accuracy, completeness						
Neatness						
Conclusions (optional) - relevant, well-written sentences						(X1)

COMMENTS:

Total: 20 (25)

- Identify the language, immigrant peoples and famous people of Brazil. Conduct an in-depth study on one or several of these topics, dependent on available library resources.
 - Compare and contrast the development of Brazil with that of Canada, on the basis of similarities and differences. Use a chart to record this information. Use the headings of physical geography (location, place, climate, vegetation, landforms, rivers) and human geography (native peoples, founding peoples, population growth, traditions, language). Particular points of similarity include the east to west expansion of coastal population; population concentration in urban areas within 300 km of border coastline; large areas of undeveloped interior; difficulties of transportation and communication; dependence on natural resources; predominately European nature of population; rapid population growth in late nineteenth and twentieth centuries; dependence on foreign countries for development.
3. In groups, research and prepare a visual presentation on the customs and traditions of Brazil. Include some of these ways of presenting information:
- pictures
 - map
 - cartoon
 - graph
 - advertisement
 - collage

Broaden the study by comparing the lifestyles, beliefs and culture within each of the five areas of Brazil, with a particular focus on racial tolerance.

Other Suggestions:

- Choose an area of Brazil and write an article letter, diary, etc., from the point of view of a person who lives there; describing the lifestyle, values, beliefs, etc. Prepare a map to go along with your project. These will be presented to the class.
- Identify different points of view given by the students. Compare the information on the basis of fact or opinion.
- Plot a trip through Brazil during which you would encounter several different lifestyles. Write a descriptive composition describing where you would go, how you would travel and what you would see. Present this information on cutout map outlines of Brazil, with the route shown on the front cover. Share these with the class.
- In written form (e.g., a letter to a friend), have students indicate what they found most interesting, unusual or unexpected after they come back from their trip to Brazil. This could begin "The things I remember most about Brazil are . . ."

FOCUS: How have Brazilians interacted with their environment?

1. Use this question as the basis for problem solving, with a particular focus on resource development (especially farming of the tropical rainforest highland, plantations valleys, minerals and industrial development).
- a) Define the question, ensuring student understanding of the meaning through the use of some relevant examples of interaction with their own environments (or reminders of information from Topic 8A).

- b) Plan: develop questions or hypotheses relevant to answering the problem questions; select resources and strategies that would assist in its solution.
 - What do we need to know?
 - Where do we get the information?
 - What procedures will we use?
 - c) Gather, organize and interpret researched information. Include in this section a variety of sources of information that incorporate these skills:
 - Identifying point of view (from cartoon/photograph).
 - Identifying relationships among information (in maps, charts, graphs).
 - Identifying the purpose, message and intended audience (of a visual communication such as a film photograph).
 - d) Refocus on the problem/question, and identify appropriate conclusions.
 - e) Present the conclusion as a chart that answers the main question, including causes and effects of the interaction.
2. Using a variety of resources, compare cultural patterns of Brazil and Canada. Make a large retrieval chart with some of the following column headings: food, dress, housing, language, religion, celebrations, education, recreation, sports, dance, music, art, technology, government, style, type of law and order.

Students can work with partners to choose one of the topics, research for information, and then complete their portion of the chart. Evaluate according to ability to complete this activity in a specified time.

Other Suggestions:

- Secure a Portuguese-English dictionary. Give students an alphabet and a few phrases in Portuguese. Have them translate them and then write a few messages of their own.
3. Re-examine the position taken on growth vs. conservation (at the beginning of the unit). Find evidence that:
 - a) supports the position
 - b) denies the position taken.

EVALUATION: Evaluate on the basis of providing satisfactory evidence in written form.

FOCUS: What issues and trends are likely to influence the relationships of the people of Brazil with their physical environment?

Try to identify future issues and concerns.

1. Collect newspaper clippings to support this statement: "Human activities can alter the physical characteristics of places" (e.g., the building of the capital city of Brazil; the cutting down of many trees in the Amazon Basin), or this statement: "The environment places many limitations on development" (e.g., the tropical rainforest, ecological balance).
2. Plot a trip to one specific place in Brazil. You will be the tour guide for a group of visiting Canadian environmentalists or Canadian lumber barons. Research all the information you will need to make the tour interesting. Prepare a combination written, visual and oral presentation. The other students will then try to identify the place.
3. Develop a cost-benefits chart that illustrates the advantages and disadvantages to Brazilians of present and future trends.

CULMINATING ACTIVITIES:

FOCUS: To what extent should Brazil consider the physical environment as it develops its natural resources?

Students will develop a position on the issue and present it in an oral presentation or debate.



"HORSESHOE" DEBATE

A "horseshoe" debate is an informal debate but more organized than a discussion.

Organize classroom in a large "horseshoe" formation. Teacher's desk should be at the opening of the horseshoe so that the teacher is able to see all the students and monitor responses.

RULES:

1. No person may speak more than three times.
2. No person may speak longer than one minute at any one time.
3. Each person must be recognized by the chair before speaking.
4. All must have spoken at least once before others will be allowed the floor a second time. (Unless no one else wishes to speak.)
5. Discussion ends when:
 - a) allotted time is up,
 - or
 - b) no one wishes to speak.

 EVALUATION: HORSESHOE DEBATE			
	Very Good 3	Sat. 2	Poor 1
1. Position stated/re-affirmed or opinion given.			
2. Related fact(s) stated to support position.			
3. Related fact(s) stated in rebuttal.			
No points will be given if the response: a) is off topic; or b) breaks any of the rules of discussion.			

EVALUATION: Present each of the mandated <u>generalizations</u> from the program of studies and ask students to illustrate each with examples from: a) their own environment b) learning about Brazil. They may use any method they wish to provide the illustrations; e.g., collage, poem, essay.

GRADE NINE

ECONOMIC GROWTH: DIFFERING PERSPECTIVES

- TOPIC A **Economic Growth: U.S.A.**
- TOPIC B **Economic Growth: U.S.S.R.**
- TOPIC C **Canada: Responding to Change**

FOCUS

Underlying economic growth is the conflict between unlimited economic needs and wants and limited natural and human resources. The focus of study is on industrialization and the way that the United States and the Soviet Union have organized themselves economically. Issues related to technological change will be emphasized in the study of Canada. The relationships among economic growth, economic organization and quality of life will be examined.

RATIONALE

Each society has established economic systems in response to economic problems. Economic growth refers to the rate of increase in a nation's economic output and involves the growth of the labour force and capital, as well as technical progress. Technology is an important component of economic growth and is the underlying theme of the Grade 9 course. The understanding and relationships discovered through a study of economic growth can be used by students to analyse economic problems and to develop a personal response.

The Industrial Revolution began in Great Britain because the elements needed for industrial growth were present. A brief overview of the Industrial Revolution will form part of the study of economic growth in the leading industrial nation in the world, the United States. This study of economic growth will be in contrast to that of the Soviet Union. Through the study of the economic development of the United States, the Soviet Union and Canada, students will learn to make informed choices about economic growth and technological change.

TOPIC A Economic Growth: U.S.A.

The intent of this study is to help students understand how economic growth within a market economy affects the quality of life.

Students will study the growth of industrialization in the United States.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How has a market economy influenced economic growth in the United States?
 - How has the quality of life been shaped by economic growth in the United States?
- Related:**
- What were some important historical influences upon industrialization in the United States?
 - How did the changes in technology influence work?
 - How did the changes in technology influence production?
 - What are some of the factors that led to the development of corporations?
 - What role have entrepreneurs played in the economic growth of the United States?
 - What role has labour played in the economic growth of the United States?
 - What role has government played in the economic growth of the United States?
 - To what extent can individuals influence the economy?
 - What are some advantages and disadvantages to the individual in a market economy?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - A market economy has been the vehicle for economic growth in the United States.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Significant change results from industrialization.	industrialization	- Industrial Revolution • domestic/factory system • urbanization • mechanization • specialization - mass production - automation - transportation - immigration - change
In a market economy, land, labour and capital are combined by private producers.	market economy	- scarcity - factors of production - business cycle - corporations - role of entrepreneurs - role of labour - role of government - role of consumers - beliefs/values
In a market economy, the quality of life is influenced by an emphasis on individualism and private ownership.	quality of life	- lifestyle (social, economic, spiritual, physical, etc.)

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SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the United States.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a market economy.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - industrialization, market economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a market economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the United States.

COMMUNICATION SKILLS

- Construct a timeline of major events and the contributions of individuals to the industrial development of the United States.
- Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective essay/position paper, letter or editorial on the influence of the market economy on growth of industrialization in the United States, with more emphasis on the synthesis and evaluation of information from varied sources.

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Appreciation of the need for balance between freedom and responsibility.
- Appreciation of the contributions of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

GRADE 9 – TOPIC A: ECONOMIC GROWTH: U.S.A.

OVERVIEW:

In this topic, students will be introduced to an understanding of how economic growth in a market economy such as that of the United States influences the quality of life in that economy.

Students will develop an understanding of how the Industrial Revolution led to the urbanization, specialization and mass production of the twentieth century in the United States.

The market economy situations will be analysed to obtain a clearer understanding of the factors of production and their response to the actions of the economy. In connection with the development of American industry, the roles and influences of individuals, consumers, labour, entrepreneurs and government will be examined. The effects of economic growth on the quality of life will form an important focus.

At culmination of the topic, the class will be involved in the examination of issues that will be of concern in the future.

INTRODUCTORY ACTIVITIES:

Choose two or three of the following activities to introduce the topic and present the concepts of industrialization, market economy and quality of life.

1. At the beginning of this unit, students, in pairs, can identify a large American-owned corporation and find its main address (available from a branch of the company, from library references, from stockbrokers). Each pair can write to the public relations officer of the chosen corporation and request information on the history/background, structure and main pursuits of the company. As information is received, each pair should read through the material and provide a résumé to the class.

Some noted corporations:

Kellogg's	Chrysler
Ford Motor Co.	Texaco
General Motors	Gulf Oil
Bell	Safeway
Standard Oil of New Jersey	Woolworths
Standard Oil of California	Sears
Pan American Airlines	IBM
United Airlines	RCA
Quaker Oats	Boeing
Douglas	

2. Display photographs showing industrialization (e.g., factories), market economy (e.g., stock market, stores), and quality of life (e.g., disparity of weather), in the United States. Students will identify the concepts depicted and suggest reasons to account for their observations. Conclude the activity by having students write a diary entry describing a day in the life of a character in one of the pictures, or create a free verse poem that describes the images, sights, sounds and smells the character might encounter.
3. Have students listen to songs such as "Allentown" (Billy Joel) or "My Hometown" (Bruce Springsteen) or "Industrial Disease" (Dire Straits) once without comment. Distribute lyrics and repeat the song, listening specifically for problems/issues each songwriter has addressed. Have students make generalizations from these songs about problems associated with industrialization.

4. Play Monopoly for one lesson: debrief in terms of focusing on the concepts of:
 - market economy
 - quality of life (disparity of wealth)
 - industrialization (recognizing the variety of industries in the economy).
5. To focus on the advances made in technology over the last 150 years, students will list all the activities that they go through between the time they get up and the time they arrive at school. Itemize in detail; e.g. cleaning teeth; eating cereals; catching a bus ride; sitting in bus; working in library. Allow 5 – 10 minutes. Then compare with life 150 years ago – which events would not have taken place in 1840? (Teacher will provide guidance: e.g., no electricity, no toothpaste, no internal combustion engine. Cross off each item on the list as you go through.) Debrief in terms of the technological advances made, quality of life, industrialization and the development of a market economy.
6. Use a concept development exercise (see Topic 7A) to focus on the required concepts (industrialization, market economy and quality of life). Students must be able to produce a definition and an example or two. Also, ensure that students understand the focus of the unit – a study of market economy in the United States.
7. Read a brief article that links the histories of Canada and the United States.

EVALUATION: Students should be able to provide a definition of each, one paragraph to each concept, along with several appropriate examples.

DEVELOPMENTAL ACTIVITIES:

FOCUS: What were some important historical influences on industrialization in the United States?

In this section, students will develop an understanding of the concepts, related concepts and facts as they explore the historical background to industrialization in the United States. The students should understand:

1. conditions before the Industrial Revolution in both the United Kingdom and the United States (related concepts: domestic system).
2. the elements that led to industrial growth.
3. the impact of industrial development on people (related concepts: factory system, quality of life, urbanization, human migration and economic growth).
4. the process of development of an industrialized society in the late nineteenth and early twentieth centuries in the United States (related concepts: urbanization, specialization, mechanization, mass production, automation and transportation).

SUGGESTED FRAMEWORK

Select from the following activities:

1. a) Briefly focus on the conditions before the Industrial Revolution (People, Technology and Change provides a brief background to the Industrial Revolution, pp. 11–36). Include some references to the conditions in Britain, because that was the first nation to undergo the enormous changes brought about by industrialization. Significant points include the predominantly rural farming nature of the population, the presence of a type of market economy, the agricultural changes of the sixteenth and seventeenth centuries, and the building of wealth. (N.B. Avoid leaving an impression the two experiences were identical.)
- b) Provide brief readings video film that introduces and describes the British Industrial Revolution. Focus on technological and social change.

2. Have students contrast assembly line production to that of individually built products done by craftsmen. Brainstorm, as a class, strengths and weaknesses of each method of production. Develop a hypothesis about assembly line production. Test the truth of the statements through a simulation. Divide class into two groups of workers; one would be assembly line workers and the other group would be the craftsmen. The two groups would be further divided into teams of equal numbers to work on producing a manufactured item. Thus all students will participate in the activity. The product could be a simple model of a toy car or paper envelope. The teacher will supply the materials to make the product. The assembly line is arranged according to a division of labour while the craftsmen would consist of the same number of individuals but would each require all the materials and do all the steps necessary to make the product. After a set time and all students have participated, a debriefing should take place to test the hypothesis.



SIMULATIONS

Simulations are a representation of reality—the actual situation. Although simulations and games are often used interchangeably or combined (simulation games), not all simulations are games. In games there are rules to be followed, and there are winners and losers. Pilot training and driver training make use of simulators. Simulations remove irrelevant and dangerous elements.

3. Use an outlining technique, such as the following, to form an organized structure as students summarize the topic. Select appropriate readings about Britain and the United States to provide the information.



OUTLINING

- i. Nature of Industrial Revolution
 - a) definition
 - b) origins in England – conditions
- ii. Factors Causing Change
 - a) development of market system (better transportation – roads, water, air, stockmarket)
 - b) population growth – urbanization
 - c) accumulation of capital
- iii. Developments in Agriculture
 - a) enclosure act
 - b) new seed techniques
- iv. Developments in Textiles
 - a) domestic system cottage industry
 - b) significant inventions:
 - flying shuttle
 - spinning jenny
 - water frame
 - mule
 - power loom
- v. Immediate Outcomes
 - a) the factory system (including mechanization and specialization)
 - b) development of transportation
 - c) development of steel industry
 - d) urbanization

Alternative: Collect information on a retrieval chart such as the following:

	Previous Conditions, Causes	Events	Consequences
Britain			
U.S.A.			

EVALUATION: In two or three sentences, in their own words, have students prepare a definition of the Industrial Revolution.

3. To develop an appreciation for the conditions of operation of an early textile factory, organize a field study to a suitable historical site (e.g., Carstairs Woollen Mill). Students will need to be involved in the planning; e.g., by establishing questions to be used in the interview; procedures for carrying out interviews. Provide students with any useful maps available.
(ALTERNATIVE: Use a film video of a textile mill.)

Process Questions:

e.g., Where do the raw materials come from?
What activities are conducted at each station?
How many workers are required?
How much can be produced?
Who/where is the biggest market for finished goods?

Interview Questions: select an employee and ask:

e.g., What are your duties?
How long do you work?
What are the busiest seasons?
What is the worst part of the job?
The best part of the job? etc.

Debriefing should provide generalizations about problems associated with this level of technology; working conditions, quality control, production levels and marketing techniques.

Questions and generalizations generated from the field study provide an excellent basis to discuss the Industrial Revolution.



FIELD STUDY - TEACHER GUIDELINES

A field study can be part of introductory or developmental activities. It is important that it have a purpose and provide a learning experience. Field studies require careful planning.

Note: Follow school jurisdiction policies and procedures.

Three stages of a field study are:

1. Pre-Field Study
 - approval of the administration
 - objectives are developed (knowledge, skills, attitudes)
 - adequate background knowledge is developed with students (related materials - films, books, etc.)
 - decide where you are going
2. Arranging Field Study
 - arrange field study and get confirmation
 - arrange transportation and get confirmation
 - plan field study activities and schedule
 - arrange for parent teacher supervisors
 - send out student permission slips (return signed by parents guardians)
 - develop list of student addresses and phone numbers
 - meet with parent teacher volunteers and provide them with information and responsibilities
 - discuss appropriate student expectations with class (safety precautions, appropriate dress, etc.)
 - identify assignment(s) and recording procedures (well defined)
3. Follow-up
 - review the purpose and objectives and discuss with class what was achieved
 - write a letter of appreciation to the service facility visited
 - write a thank you letter to parent teacher volunteers
 - evaluate the field study by having the students demonstrate what they learned in oral or written form.

4. Develop an historical map to show the spread of the Industrial Revolution from Britain to the United States and Canada; e.g., provide (or research) a list of 20 to 30 early inventions in different countries along with their effects, dates and the locations at which they were first used. Using different coloured dots to represent different time periods (e.g., red for 1700s, blue for early 1800s, green for late 1800s, yellow for early 1900s), mark their locations on a world map. After completion, arrive at a conclusion to explain the findings.

FOCUS: How did industrialization develop in the United States?

In answering this question, students will follow the courses, events and consequences of the industrial changes in the U.S. Particular attention should be placed on immigration and settlement (including geographical influences), development of the cities and development of some industries.

1. Review the physiographic features of North America, especially including the Appalachian Mountains, Ozarks, Rockies; the main rivers: St. Lawrence, Mississippi, Tennessee, Ohio, Arkansas, Platte and Missouri and the Colorado, Columbia, Fraser, Mackenzie-Peace and Saskatchewan. Review the ways that the physical features (rivers, mountains, fertile land) influenced settlement. (Example, Canadian Oxford Atlas, 5th Edition, pp. 42-43.) It is preferable that students draw their own map outlines!

2. Having set the scene concerning industrial development in Britain, expand the discussion to explain that similar developments occurred in America particularly after 1800. This attracted a huge wave of immigrants.
3.
 - a) Collect information on U.S. immigration from a number of sources. Provide this information on separate sheets to different individuals in a cooperative learning strategy. Use these questions as a focus: *Who were the settlers? Where did they come from? Why did they leave? Where did they settle? Why did they settle there?*
 - b) Students can be asked to explain and interpret (orally or in written form) the Statue of Liberty's inscription.

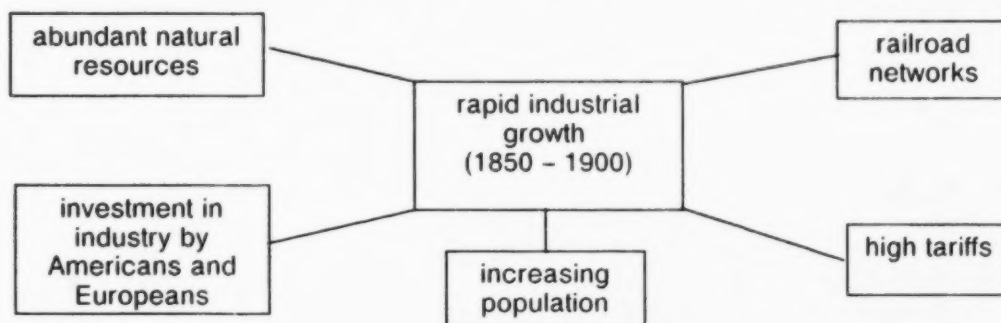
The New Colossus

'Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Emma Lazarus

November 2nd, 1883

4.
 - a) On a bar graph illustrate population growth of major American cities at the beginning of the nineteenth century and at the mid-point of the century. Explain the concept of urbanization, with relevant examples from around the world.
 - b) Suggest reasons for population growth.
5. On a map of the United States, locate, draw and name the major nineteenth century transportation routes (wagon roads, rail roads, Oregon trail).
6. Briefly refer to the American Civil War and its effect on industrialization. (For example: increased demands for weaponry, greater use of factory system, change in status of slaves.)
7.
 - a) Construct a timeline depicting developments or changes in population size, urbanization and the growth of transportation routes.
 - b) Make generalizations about their influence on industrial development (e.g., ripple effect; acceleration of growth; urban growth; need for new markets; etc.) on an individual pair basis.



8. a) Carry out a research study of the development of a large American city. (Use Detroit, Chicago, Pittsburg, Philadelphia, Cincinnati.) Include:
- sketch map to show location, major physical features (mountains and rivers), transportation routes
 - major growth periods and reasons for them
 - major immigrant groups
- b) Each student, (based on his or her national origin), should send a letter "back home" (Ireland, Ukraine, Italy, etc.) describing life in the early 1900s, in a city of their choice.

EVALUATION: Students should be able to explain the concepts of immigration, urbanization and transportation, with relevant examples.

FOCUS: How did changes in technology affect work and influence production?

In this section, students will use case studies to expand understanding of the concepts of mass production and automation. (Any material received as a result of opening activity No. 1 will be useful.)

1. In groups, students will examine the growth of a particular manufacturing industry. Provide a list of examples according to the availability of resources. Some important industries include automobile, airplane, railways, computers, steel, aluminum, petroleum. With the class, prepare a list of questions to be answered by all groups; e.g.,
- How long has the industry been established? What manufacturing processes were used originally?
 - What main changes have taken place in organization?
 - Who owns the businesses now? (Who really takes the financial risks?)
 - What major changes have taken place in technology?
 - How have working conditions changed? Why?
 - How have production levels changed? etc.

In particular, look for information that will answer the section questions. This would be a group project.



GROUP PROJECT

Plan

1. Elect a group leader, and outline his or her other responsibilities.
2. Decide what is to be studied.
3. Decide the format and responsibilities for presentation.
4. Identify and list suitable resources, including AV information.

Collect Data

1. Obtain resources, information, through card catalog search, etc.
2. Read view for essential information.
3. Provide answers to questions.
4. Share answers with group.
5. Conclude with a general statement generalization focusing on the inquiry question, problem or issue.

Presentation

1. Draw maps, timelines, charts, etc.
2. Show written information.
3. Make the presentation.
4. Evaluation (see following examples).



EVALUATION: PEER EVALUATION OF GROUP WORK

For each of the following criteria, place the most appropriate number or letter to evaluate your peers' actions in group project.

Group may be evaluated as a whole or as individuals.

Excellent	Good	Satisfactory	Fair	Poor
5	4	3	2	1

or

A: Always

S: Sometimes

N: Never

1. ____ Your peers participated in the initial discussion used to get project going.
2. ____ Your peers contributed with creative ideas that enhanced project.
3. ____ Your peers came up with few ideas, but these were always original and unique.
4. ____ Your peers were quick to suggest solutions to problems with project as they occurred.
5. ____ Your peers were helpful in inventing methods, gadgets, pictorial elements, etc., of project.
6. ____ Your peers showed strong leadership skills during development and construction of project.
7. ____ Your peers were friendly, enthusiastic and positive during group work.
8. ____ Your peers were encouraging and complimentary of your own performance in group project.
9. ____ Your peers were always available to spend time working on group project.
10. ____ Overall, your peers were essential to the development and construction of your group project.



EVALUATION: SELF-EVALUATION OF GROUP WORK

Please review your contributions to the group research work by completing the following questions. Use the key below where appropriate.

A: Always

S: Sometimes

N: Never

1. _____ I cooperated with other group members by listening and discussing.
2. _____ I was open-minded when others expressed their ideas.
3. _____ I contributed ideas and/or suggestions to the group. One was _____
4. _____ I helped set specific goals for our group.
5. _____ I completed my tasks to the best of my ability.
6. _____ I asked others questions about their ideas.
7. _____ I came prepared to the group and worked on task.
8. _____ Our group fulfilled our assigned tasks.
9. _____ Our group discussed various ways of completing the assigned tasks.
10. _____ I contributed positively to the group research assignment.

Because of my contributions shown above, I believe I deserve a mark of _____ out of 10 (or any other total).



EVALUATION: GROUP PROJECT: STUDENT/TEACHER EVALUATION

Criteria:

	Student				Teacher			
	1	2	3	4	1	2	3	4
1. Choice of symbol shows an understanding of the issue.	0	1	2		0	1	2	
2. Evidence of originality and creativity in the design.	0	1	2		0	1	2	
3. Neatness and attractiveness of the finished product.	0	1	2		0	1	2	
4. Clarity of oral presentation (clear voice, prepared ...)				/10				/10

COMBINED TOTAL

/20

2. Use information gained from the case study to build a retrieval chart that develops understanding of the concepts below (select two or three industries that best exemplify the concept):

CONCEPT	INDUSTRY	EXAMPLES
Mass Production	1. Automobile 2. 3.	Henry Ford - standardization of parts - assembly line (conveyor belt) - labour-saving machinery - division of labour
Automation	1. 2. 3.	

3. Summarize the main points from the chart in terms of:
- how working conditions changed, and
 - how production levels were changed by the introduction of technology.

Present the information in paragraph form in answer to the focus question.

FOCUS: What are some of the factors that led to the development of corporations?

This section will identify the processes involved in the development of a market economy, including scarcity, the factors of production, roles of consumers, entrepreneurs, corporations, labour and government.

For a brief overview of scarcity, factors of production, the basic economic questions and economic systems, see The Soviet Union, pp. 151-155.

1. Select from the following:
- Bring a half dozen apples/bananas to class. Tell students there are not enough for all and elicit suggestions as to how to divide them. Students may offer to pay or perform a service to receive one. If payment is offered, encourage a bidding war until a ceiling has been reached.
Examples of Debriefing Questions:
Q. Why did people offer to pay?
A. There was a limited quantity and people wanted them.
Q. Who is the most likely to get one?
A. The person with the most to offer in exchange.
Q. As a seller, did I make more than I originally paid?
A. Yes (likely).
Q. What is it called when my return is more than my original investment?
A. Profit.
Q. Does anyone know the name of the system in which sellers make profits and buyers are those with the most to pay?
A. Market economy capitalism.
Q. Did anyone notice the four components involved in this simulation?
A. Buyer, seller, product and market.

Summarize the process involved in the simulation as being a simplified form of the market economy. A product is made by a producer and offered to the consumer. The price is dependent on the number produced and how much people are willing to pay. The price is therefore dependent on the scarcity of product. Summarize this in student notes and include an example.

- b) Play Monopoly, identifying the same components of the market economy.
- c) Play any game that focuses on the market economy, profit motive. For example: Widget game: provide students with a sheet of 10 widget shapes (any shape that is reasonably challenging to cut out using only a ruler; e.g. ).

They are allowed five minutes to cut the shapes out. Good widgets are worth \$1, poor ones nothing. Students purchase more widgets with their money. If they have enough money they can buy new technology – scissors – for 20 widgets. (You have only five scissors on hand.)

As the supply of new materials declines (maximum 50 sheets of widget shapes) the price naturally will increase.

When students go out of business they can hire themselves out to others for half the rate. Businesses can merge

– pay the teacher 10 widgets.

Debrief in terms of:

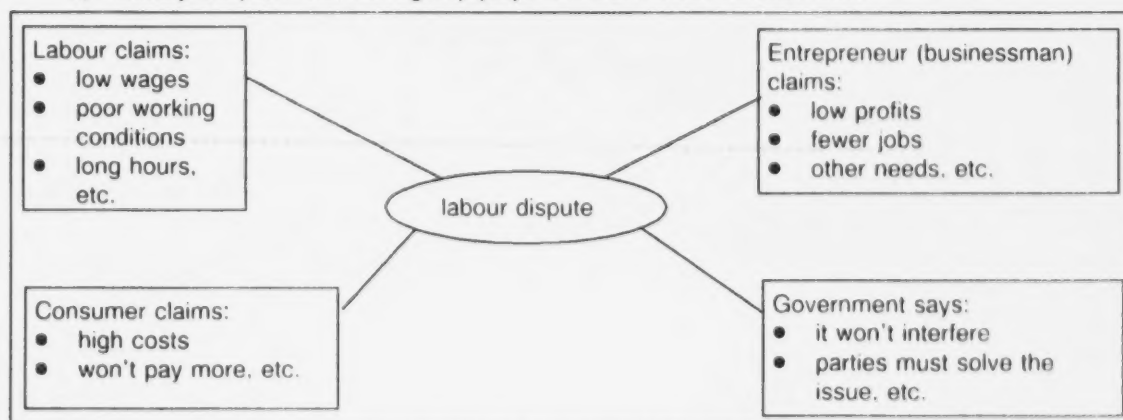
1. how competition encourages growth
2. how competition affects people
3. the role of the entrepreneur
4. the importance of the profit motive
5. how new technology (and investment) can make a difference
6. the effect of demand and supply.

2. a) In a market economy, the roles of different groups are critical to the success of the whole system.



Use current events issues from the Canadian or American scene to bring a focus on the roles of entrepreneurs, labour, government and consumers in sorting out the issues (see newspapers, magazines – Canada and the World).

- b) Identify the parts that each group plays and show these in chart form.



3. Perhaps students have received sufficient information from different American companies to be able to use it (see opening activities). If not, use a sample company based on library sources or invite a Canadian representative from an American corporation to talk to the class about the structure of the company.
- Identify the roles of labour, entrepreneurs, consumers and government in the operation of corporations.
 - Introduce the concept "Factors of Production." Explain that such factors are necessary to provide a product. Usually these are land (including natural resources), labour (including the training and education of the labour force) and capital (the money, tools, equipment needed). A fourth factor can be included: organization (including the entrepreneur role and the structure of the company).
 - Use a simple model; e.g., compact disc companies require land (factory site); labour (technicians, recording artists, sales people); capital (financing, studio equipment, factory equipment); and organization (shareholders, sales structure).

If your class has received any materials from American companies, examine these companies' cost breakdowns in terms of the factors of production, perhaps in chart form.

Company	Land	Labour	Capital

4. a) Use readings to develop understanding of the development of corporations. Include a case study of one of the major entrepreneurs of the nineteenth century (e.g., Carnegie, Rockefeller, Vanderbilt).
- b) Recognize the wealth of the United States in terms of land – the natural resources.

On a map(s) of the United States, identify and locate the main mineral and energy deposits, transportation routes. (As much as possible, have students draw or trace their own country outlines.)

- c) Have students, in pairs, create a flow chart tracing a product through the various stages of production from raw materials; product sites (mills and factories); transportation routes to major population centres and retail outlets. Products such as cotton shirts or food items can be used. Place the locations on a map of the United States.

e.g., Cotton Fields Cotton Mills Clothing Factory
 Transportation Routes Population Centres Retail Outlets

- d) Have students provide and define concrete examples of a primary, secondary and tertiary industry.
- e) Locate Silicon Valley (south of San Francisco; centre of U.S. computer industry). What is produced there? What are those goods used for? Develop an understanding of the growing importance of information (processing, exchange of information, etc.).
- f) Create a graph that depicts the increases in industrial output in the twentieth century (by decade) – iron, coal and steel production. Consider alternative ways of growth; e.g., in art, sport.

5. Recognize the role of the entrepreneur as follows:

- a) Use a listing of the top 10 United States businesses and research their income for the current year, employment figures and product manufactured. (Use Canadian World Almanac, World Almanac, Fortune Magazine.)
- b) Check your school library for appropriate resources. Make a list of American businessmen who have "made it big" (e.g., J.P. Morgan, Henry Ford, Andrew Carnegie, John D. Rockefeller, Edward H. Harriman, C. Vanderbilt, Donald Trump, J. Paul Getty, Stephen Jobs), then make a biographical sketch of each (see stickman biography; Topic 8B). Focus on achievements, opportunities taken, personal qualities.

Brainstorm a list of qualities (initiative, resourcefulness, etc.) that the students think were important for these entrepreneurs to have. In groups have students rank these qualities and explain to the class the reasons for the ranking. Are these qualities/values important for success today. Conclude with a discussion of the social attitudes at the time.

ALTERNATIVE: Role Playing

- a) Role play the "Phil Donahue Show" starring a panel of leading American businessmen (e.g., J.P. Morgan, C. Vanderbilt, R. Hearst, J. Rockefeller, A. Carnegie, J. Gould). Identify the values and beliefs that underlie the positions taken by the various groups.
 - Students volunteer or are selected to adopt the persona of one of the characters. Each must then research the character in light of (a) biographical data and (b) contribution to American Industry.
 - The remainder of the class will be organized into research support groups for each character. Their responsibilities are (a) to research the character, (b) to help coach the student-actor and (c) to prepare a series of questions to be asked of the other characters.
 - The teacher, in the role of "Donahue" ensures that characters introduce themselves and their contributions, and that the prepared questions are posed.
 - All students should complete a summary chart re: entrepreneur and contributions, a "Who Am I" quiz based on the summary chart to evaluate student learning.
- b) The Phil Donahue format could be used with an alternative panel of American inventors (e.g., Edison, Wright Brothers, Ford, Remington, Singer, Smith Wesson).
- c) Based on a model from the careers section of a major newspaper, have students create an ad for an industrialist based on their understanding of the values and abilities required for entrepreneurship.

6. Recognize the role of labour as follows:

- a) Show a film, such as "Norma Rae."
Infer from the film and discuss the role of labour in the economy.
- b) Research the growth of the labour movement in the United States. Provide students with basic information (e.g., the history of the Teamsters' Union). Students will also conduct an in-depth biographical study of one important labour leader, particularly the reasons for this leader's belief in the union movement.

7. Recognize the role of government as follows:

- a) Locate and collect articles from newspapers, magazines and other publications dealing with conflicts surrounding business (takeovers), or business and government. Examine each in light of what the government is trying to do. What is the government's role in disputes?
- b) Brainstorm other ways the government is involved in business decisions by having them complete the statement "Government participates in the economy in the following ways . . ."

FOCUS: What are some advantages and disadvantages to the individual in the market economy?

1.
 - a) Ensure understanding of the topic question.
 - b) As a class, identify two or three advantages, such as:
 - "a chance to develop one's own potential."
 - "possibility of profits."
 - "prices are fairly arrived at."
 - c) Repeat for disadvantages, such as:
 - "greedy owners will make too much."
 - "poor people cannot afford prices."
 - "money will go to a few."
 - d) Allow time for students to organize this information and develop further advantages and disadvantages.
 - e) Develop a cost-benefits chart that illustrates the advantages and disadvantages to the individual in the market economy. (Use as a basis for the position paper in the culminating activities.)
2. Interview a person(s) on the advantages and disadvantages of free enterprise. Record the information in written form or in a chart.

EVALUATION: Write clear paragraphs with topic sentence, four or five supporting sentences, concluding sentence and a common theme describing the advantages and disadvantages to the individual in a market economy.

FOCUS: To what extent is quality of life influenced by economic growth?

This issue will require an understanding of the concept of quality of life, including some relevant background information. Students will present their conclusions, in a panel discussion.

1. Students will use a decision-making model to examine the issue.
 - a) Define the issue: explain the concept "quality of life" in terms of examples, such as freedom to choose, meeting basic needs, maintaining a standard of living. Broaden the concept in terms of social, economic, spiritual and physical lifestyles.
 - b) Identify possible alternative answers to the issue.
 - c) Plan the questions to be answered, resources to be used, format for presentation (include charts, graphs and maps to show the impact of economic growth on the quality of life, e.g., the growth of incomes; highly paid groups; levels of unemployment).
 - d) Gather information on the issue, ensuring reliability of the sources.
 - e) Present the information.
 - f) Check the possible alternative answers in the light of the information.
 - g) As a class, focus on the issue question. Students will, individually, decide on any particular action to be taken.
 - h) Evaluate the decisions and action.



PANEL DISCUSSION

A panel discussion calls for thorough background preparation on the part of all panel members, but does not call for speech-making, argumentation or debating procedures. The purpose of a panel discussion is to explore a well-defined problem or issue to the end that the listeners, including the panel members, are better informed and stimulated in their own thinking. (A round-table discussion is more informal than a panel discussion, involves fewer than five people and is less structured.)

RULES:

The Panel

1. Five to seven members.
2. Moderator or chairperson selected from members.
3. Members do not make reports.

The Subject

1. Problem or issue agreed on ahead of time.
2. Members should develop outline in advance but not in hand for discussion. (Topic should not be rehearsed or discussed ahead of time to allow for spontaneity.)
3. General format and responsibilities of each panelist and the time are discussed in advance (with teacher).

The Procedure

1. Panel sits in a semicircle facing the audience.
2. The moderator introduces the panel members and the topic and explains why a problem issue exists.
3. Panel members present their part of the discussion.
4. The moderator calls for questions from the audience and has panel members, as well as audience members, answer the questions.
5. The moderator closes by making a summary and thanking the panel members.

CULMINATING ACTIVITIES:

FOCUS: What are the issues and concerns for the future of the market economy in the United States?

1. a) With the objective of determining the future requirements of a market economy, try and identify future issues and concerns.
Some examples:
 - How long will natural resources last if consumed at the present rate?
 - What changes will people have to make when a natural resource (e.g., oil) runs out? What will be the consequences?
 - Is the U.S.A. a country where greed and materialism takes precedence over quality of life for all?
 - Should rich countries such as the United States help poor countries out?
 - Should we encourage guaranteed annual income for workers?
 - How much support should be given to those who are unemployed?
 b) Such issues as these form the basis for research, debate written or oral presentations.
2. Use Lesson 16 (pp. 214-219) from Should We Limit Industrial Growth? (Teaching Unit 9A); also Lesson 17 (pp. 220-229).
3. Complete the unit by assigning an essay which uses the learning and examples studied
For example:
 - Has the market economy strengthened American economic growth for everyone?
 - Does a market economy strengthen quality of life in the U.S.A.?



THE EXPOSITORY ESSAY

What's an Essay?

The word essay comes from the French word "essayer" meaning "to try." Thus an essay is a try, or an attempt to develop a main idea about a topic or question. Usually the topic is shown by the title and the essay should be developed around this.

A. A GOOD essay should contain:

1. An Introduction
2. A Body
3. A Conclusion

1. Introduction

The introduction gives an overview about what information the whole essay includes. It should have a **THESIS STATEMENT** that accomplishes two things:

- prepares the reader for what is to follow
- arouses the reader's interest

There are a number of types of introductions a writer may use:

- Start with Thesis Statement (Overview) - general statement that summarizes the main ideas of the paragraphs contained within the body of the essay.
- Contrast - or showing an opposite point of view or opinion - then stating your own main idea.
- General Statement of Fact - its importance, then thesis statement.
- Question(s) - then thesis statement.
- A Story or Anecdote - then thesis statement.



THE EXPOSITORY ESSAY (cont'd.)

2. Body

- a number of paragraphs (depending on required length) that develop the main topic. Each paragraph should deal with only one main idea.
- the writer remembering to include a topic sentence in each paragraph. A special point of the social studies essay is that good use should be made of examples and reasons that illustrate and support the main ideas.

3. Conclusion

- one paragraph that summarizes your essay. It may re-state the thesis statement in different terms, give a personal (editorial) opinion or leave a question to be answered. It could include an appeal for action (or personal action) or discuss implications for the future.

- B. A GOOD essay should be presented in a logical step-by-step manner (be coherent). This can be ensured by using transitional devices. Care should be taken that the essay has unity - all facts are accurate and related to the main ideas about the topic. Unnecessary material and distracting details not important to the development of thesis statement should be left out, no matter how nice they sound.
- C. A GOOD essay should always keep the reader in mind. Having coherence and unity should ensure that most other people will be able to follow what you have written, and understand the sense of it. If the essay doesn't do this, it will need re-writing.

PROCEDURE:

- Step One: Are you clear about your assigned topic?
- a) Be sure that you understand the "instruction words" for the assignment. (e.g., discuss, compare, summarize, etc.)
- Step Two: What information will you need? Where will you get this information? Survey the information to get a general idea of what is available.
- Step Three: Make a rough outline of major headings under which you will place your information, and of questions for which you will need the answers.
- Step Four: Make running notes from your reference sources under the appropriate headings.
- Step Five: Write-up.
- a) Make a topic outline using Roman numerals for each paragraph of your essay.
- e.g., I. Introduction
- II. Body Paragraph #1) Arrange your running
- III. Body Paragraph #2) notes as part
- IV. Body Paragraph #3) of topic outline.
- V. Conclusion
- b) Write the first draft of your essay. Proofread. How's your spelling? Your grammar? Organization? (Double-space for easy correction.)
- c) Write the final copy.

Why write essays?

1. To demonstrate your understanding of a topic.
2. To express opinion in an organized manner.
3. To develop personal and independent thinking.
4. To develop writing and organizational skills useful in your future.

Writing of an essay is not an easy task but one that requires care and time. Follow the instructions on these pages and future essays should gradually become more straight forward.

Note: See Writing (8B), Library Research (8B).



EVALUATION: ESSAY

Your essay will be marked according to:

1. the way that you write the essay (format)
2. the material that you use (content)

1. FORMAT:

- | | | | | |
|---|---|---|---|---|
| a) Does the introduction prepare the reader for what follows and arouse the reader's interest in the topic? | 1 | 2 | 3 | 4 |
| b) Does the body develop the main topic clearly and logically? | 1 | 2 | 3 | |
| c) Does the conclusion "round off" the essay? | 1 | 2 | 3 | |
| d) Does each paragraph have a topic sentence? | 1 | 2 | 3 | |
| e) Do the sentences make sense? | 1 | 2 | 3 | |
| f) Is the spelling accurate? | 1 | 2 | 3 | |
| g) Is grammar accurate? | 1 | 2 | 3 | |
| h) Is handwriting clear and legible? | 1 | 2 | 3 | |

2. ESSAY CONTENT:

- | | | | | | |
|---|---|---|---|---|---|
| a) Does the writer show good understanding of the essay title? | 1 | 2 | 3 | 4 | 5 |
| b) Does the essay use sufficient information that fits the topic? | 1 | 2 | 3 | 4 | 5 |
| c) Does the essay use good examples to illustrate the points? | 1 | 2 | 3 | 4 | 5 |
| d) Are the facts accurate? | 1 | 2 | 3 | 4 | 5 |
| e) Does the writer show evidence of thought? | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

Mark/50

EVALUATION: Use the generalizations, concepts and related concepts from the program of studies to make a unit examination that will require students to provide examples.

TOPIC B: Economic Growth: U.S.S.R.

The intent of this study is to help students understand how economic growth within a centrally planned economy affects the quality of life.

Students will study the growth of industrialization in the Soviet Union.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How has a centrally planned economy influenced economic growth in the Soviet Union?
 - How has the quality of life been shaped by economic growth in the Soviet Union?
- Related:**
- What are the important geographic and economic influences on the industrial development of the Soviet Union?
 - What were some important historical influences upon industrialization in the Soviet Union?
 - How are the lives of citizens affected by the economic system?
 - What role has government played in the economic growth of the Soviet Union?
 - To what extent can individuals influence the economy?
 - What are some advantages and disadvantages to the individual in a centrally planned economy?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - A centrally planned economy has been the vehicle for economic growth in the Soviet Union.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
The physical environment provides opportunity and at the same time imposes limitations.	geography	- location, landforms, bodies of water, climate, vegetation, natural resources, size, population distribution
Significant change results from industrialization.	industrialization	- economic and social conditions in Russia prior to 1917 • serfdom • agrarian society
The growth of industrialization was based on government planning.		- 1917 Revolution (causes and results)
		- economic planning • New Economic Policy - Lenin • Collectives • Five-Year Plans - Stalin • change
In a centrally planned economy, land, labour and capital are controlled by government.	centrally planned economy	- scarcity
		- factors of production
		- role of government
		- role of consumers
		- role of labour
		- centralization
		- beliefs/values
In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership.	quality of life	- lifestyle (social, economic, spiritual, physical, etc.)

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLS**Locating/Interpreting/Organizing**

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the Soviet Union.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a centrally planned economy.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - geography, industrialization, centrally planned economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a centrally planned economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the Soviet Union.

COMMUNICATION SKILLS

- Construct a timeline of major events that shaped the industrial development of the Soviet Union.
- Convey information, explain thoughts, feelings and ideas, and use persuasive arguments in an oral presentation, speech or debate to support a position on the quality of life in a centrally planned economy. (Use appropriate vocabulary, voice production factors, and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Willingness to consider opinions and interpretations different from their own.
- Appreciation of the contribution of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

GRADE 9 - TOPIC B: ECONOMIC GROWTH: U.S.S.R.

OVERVIEW:

In this topic, students will be introduced to an understanding of how economic growth in a centrally planned economy such as that of the Soviet Union influences the quality of life.

Students will develop an understanding of geographic and historical influences on industrial development in the U.S.S.R. Students will examine the interrelationships of industrialization, centrally planned economy and quality of life.

INTRODUCTORY ACTIVITIES:

Choose one or more of activities 1 to 5 to develop interest and awareness. Focus on the topic; then briefly introduce the concepts in activity 6.

1. Tell students that they are about to study a new topic. Tell them that it might be advisable if they enjoyed the topic and that everyone receives the same mark (55%) for this unit. Put the students into groups of three to discuss this. Ask each student to write you a letter stating the reasons for their agreement or disagreement with this policy (same mark). Have them use the letter to the editor format. The first paragraph should state their position; the second, supporting evidence; alternatives could be presented in the third, and a conclusion in the fourth. The teacher should mark each letter and indicate the score but also note that the mark everyone gets is 55%. (Later you will explain to students why they did this activity.)
2. Tell students that they are about to study the Soviet Union. In groups of three, brainstorm reasons why Grade 9 students in Alberta should study the Soviet Union. On a sheet of newsprint, list reasons and post them. Discussion could ensue in order to classify responses.

Individually or in groups, ask the students to list five questions about the Soviet Union that they would like to have answered. Post the questions in the classroom for the duration of the unit.

3. Complete the questionnaire "What do you know about the U.S.S.R.?" (from Teaching Unit 9B, "Should Governments Restrict Personal Freedoms in the Interest of the State?", page 33). Collect the questionnaires and record the frequency of responses on a master questionnaire.

Ask the students to give the questionnaire to three adults. Record their responses on a master questionnaire.

Compare the student responses with the adult responses.

At the completion of the unit, have the students complete the questionnaire again. Compare the responses to their original ones and to those of the adults surveyed.

4. Complete Nos. 2, 3, 4, 5 and 6 from The Soviet Union Teacher's Manual, page 22.
5. Distribute a copy of the Russian alphabet to each student. Discuss the similarities and differences between the Russian and English alphabets. Have students write their own name using the Russian alphabet. Post each one around the room. Students could write notes or messages to each other, but only in Russian. (Source Teaching Unit 9B, page 104.)
6. Introduce the major concepts of geography, industrialization (economic history), centrally planned economy and quality of life. This can be done in several ways. For example:
 - a) Write the words as column headings on the chalkboard.

- b) Use word association to provide a "bank" of information under each heading: e.g., geography: maps, rivers, places, climate . . .
- c) Students check each definition in dictionaries (preferably a variety).
- d) Work on a common definition of each concept that the class agrees on. Have students record definitions in their notebooks.
- e) Model an example to explain each concept, or use each in a sentence.
- f) Require students to provide two or three examples themselves.
- g) Take the work in for evaluation.

DEVELOPMENTAL ACTIVITIES:

FOCUS: How has the physical geography influenced the industrial development of the U.S.S.R.?

1. Locate the Soviet Union in relation to its neighbours, important bodies of water; Canada. (See The Soviet Union, pages 4-5 and Teaching Unit 9B, page 46.) Sketch a map of the U.S.S.R. and mark neighbours, major bodies of water and important lines of latitude. (See Sample Strategy For Geographical Overview, 7B.)
2. Find the size of the U.S.S.R. and relate it to Canada. Use a bar graph, latitude, time zones and a variety of maps of similar scale but different projections.

This would be an opportune time to look at map projections, using a format such as the following:

- a) Hold up a globe and have students suggest reasons that make it the best representation of the earth, and, conversely, why globes are not always practical to use.
- b) Demonstrate the problem of physical distortion faced by cartographers (map makers) when they attempt to place a round map on a flat surface. This can be demonstrated by cutting the skin of an orange or a hollow rubber ball into sections and laying it flat. When the sections are stretched to make a rectangular flat map, landscapes are distorted.



Indicate to class that any flat map is distorted in some way (shape, size, distance or direction).

- c) Break students into groups. Each group will have access to atlases containing a variety of map projections (including Mercator, Lambert, polar equal area) and as many such projections on wall maps as possible. Each group is to examine different map projections and make a list of advantages and disadvantages of each projection (e.g., comparison with the globe). Look for distortions of size, shape and or direction.
- d) Bring class back together and have each group report on its findings. These findings are recorded on a chart.

EVALUATION: Given pictures of three map projections, the students will identify the projection and type of distortion.

3. Ask the students to make a sketch map outline of the U.S.S.R. Compare their maps with an actual map of the U.S.S.R. on a globe and on a wall map, or in an atlas. Note similarities and differences. Have them repeat this activity, and use the second outline for a physical geography map. Include the major mountain ranges, seas, lakes, rivers, plains.

Sketch Maps

Use data to mark the main points where coastline or boundary makes a major change of direction. Join the dots with straight lines or appropriately curved lines (use transparency to show how this can be done).

4. Identify the physical regions, using a variety of resources such as photos, a filmstrip, film, video or atlas. Record these on a map.
5. Begin a retrieval chart summarizing each region.

Physical Regions of the U.S.S.R.

Region	Location	Topography (landforms)	Climate Types	Vegetation	Natural Resources	Population Distribution

or use the chart on page 33, The Soviet Union, (Arnold). Regions will be multi-factor: they will have a variety of landforms, climate, etc.

6. Complete a political map of the U.S.S.R. indicating republics and capitals.
7. Students can start their own "atlas" and include their own maps of the Soviet Union.
8. Discuss the climate, vegetation, natural resources and population distribution of the regions. Identify on a series of maps (you may wish to do the same with a number of transparencies and overlay them so that students can see relationships). A description of each region would assist the students. (Setting the Stage from The Soviet World Kit.)
9. When you have completed each map and discussed the regions, summarize them on the retrieval chart. Help students to make generalizations about each region.

Complete this with a summary generalization.



GENERALIZATIONS

The facts, concepts, generalizations pyramid can be explained to students. The gradual accumulation of facts develops and broadens the understanding of concepts. Generalizations are statements that bring together a broad mass of material. They express a relationship between two or more concepts, are nearly always true and often contain qualifiers.

FACTS: Statistics on Russian winters
Data on U.S.S.R. resources
Manageability of Soviet rivers
Production increases and problems
Chernobyl disaster

CONCEPTS: Geography (location, landforms, rivers, resources)

GENERALIZATIONS: The physical environment provides opportunity and at the same time imposes limitations.

Note: See Developing Generalizations (7B).

10. To synthesize this section, ask students to assemble in groups to prepare a travel promotion on a region of the Soviet Union. They might select from the physical regions previously discussed or they might use the regions set out in The Soviet Union, pages 30 and 31.

FOCUS: What historical issues influenced the industrial development of the U.S.S.R.?

1. The historical context should not begin before Alexander II and should focus on political, economic and social conditions leading to the 1917 Revolution. Student attention should be focused on the beginnings of industrialization in Russia, how trade and commerce functioned, transportation, the role of labour and quality of life. (Avoid over-development of the topic.)

After reading a suitable introductory chapter, students should write a letter of grievance to Czar Nicholas II outlining their views concerning the quality of life. They could assume the role of a serf, a land owner, a soldier, a member of the aristocracy or a foreign businessman.

2. If the film Nicholas and Alexandra is available in an abridged format, you might wish to show it to the students. Particular purpose is to identify social and economic conditions in the Soviet Union at the turn of the century.
3. The events of the 1917 Revolution are well presented in The Soviet Union text. An illustrated timeline should be started and continued during the remainder of the unit. Suggested topics would include major political events, labour, industrial and agricultural trends. At the end of significant time periods (Czar Nicholas, 1917 Revolution, Stalin era), designated students would summarize and make a generalization.
4. To culminate the 1917 Revolution, ask students to take the point of view of one of the following: Lenin, a member of the Royal Family, an industrial worker, a Russian soldier, Czar Nicholas, or a member of a revolutionary group. Create a political cartoon or series of cartoons to illustrate their points of view. If students have not had exposure to political cartoons, you might need to take time to teach what a political cartoon is and how it communicates a point of view (see Topic 8B). Ask the students to gather one or two political cartoons and explain them to a small group of students. It would be best to take a current issue, if you can find one related to the U.S.S.R., and have the students generate possible points of view, and then discuss possible ways of pictorially representing the points of view.

When the students have completed their cartoons on the 1917 Revolution, trade with another student. Each student could then summarize, in written form, the point of view presented. Peer evaluation could be used by setting up an evaluation format: Has student developed the essential points of the Revolution? Are captions suitable? etc.

5. Have students develop an hypothesis about the kind of leader who would be needed after Lenin's death. (Gives a great transition.) To present the transfer of power from Lenin to Stalin, you might have students research Stalin and Trotsky. Groups could present information on each person and hold a mock election in class to select a new leader. Students will then examine what actually happened. They might conclude that obvious consequences do not flow from certain actions. As an alternative, students could write a résumé of either Trotsky or Stalin. Explain that a résumé is a brief written description of background, education, experiences and past achievements, that is used when applying for a job. Sample résumés could be provided. Evaluate in terms of how successful the résumé might be in terms of a job application.

6. Read a section that describes Stalin's leadership and the economic conditions. When you are covering Stalin's main goals, students might conclude by each creating a flag for the Soviet Union based on those goals. The flags should be displayed and explained. The actual Soviet flag should be presented and discussed. As an alternative, this could be used as a unit title page activity. Note: Make sure that the students understand that they are to use the name U.S.S.R. or Soviet Union, not Russia. Russia is one of the republics of the U.S.S.R.
7. A brief overview of totalitarianism should follow. This will explain the reasons for Stalin's ability to introduce his Five-Year Plans. During this, the concept of propaganda should be developed and applied. Look for evidence in Soviet, American and Canadian documents.
8. Read about the development of the U.S.S.R. as a world power under Stalin's leadership. Identify the various efforts at providing emphasis on heavy industry and military strength at the expense of the consumer.
9. Stalin's Five-Year Plans should be summarized. To understand these plans better, play the "Five-Year Plan Game," from Teaching Unit 9B, page 137. With the class, prepare a Five-Year Plan to reach this goal. Ensure that students see that industries are affected by this one goal.
10. Ask the students to prepare a personal Five-Year Plan. It is to be both written and in a graphic form. Possible headings might be: education, family, occupation, residence. Students could brainstorm these headings. This would be a good assignment to evaluate.

Put the students in groups of five. Ask them to brainstorm criteria for evaluating the personal Five-Year Plans. Next, have them select their top five. As a class, review each group's top five and reach consensus on the five criteria to be used for evaluation.

11. Read about the development of the Soviet Union since Stalin. Record this information on a retrieval chart under headings, social, political and economic policies achievements.

FOCUS: What kind of economy has developed in the Soviet Union?

1. Review the basic economic problem faced by all societies (i.e., the problem of scarcity: unlimited wants and limited resources).

Ask students to make a list of everything that they would like to have in the next year. In a column beside the list, list all of their possible income. Wants will usually outstrip the resources - a problem faced by every nation. This is called the economic problem, or scarcity. The ways in which countries solve the problem of scarcity is a result of their particular economic policies and systems.

2. Re-introduce the factors of production (see Topic 9A): land, labour and capital. Students should write out a definition of each and provide examples to illustrate their meaning.
3. Review the basic economic questions: What to produce? How to produce it? How to distribute it? (A retrieval chart using these questions was developed in 9A. Begin a similar chart but compare the mixed economy with the market economy. Add a blank column so that the centrally planned economy can be added.)

4. The Soviet Union text, page 160, presents the centrally planned economy in the Soviet Union. Teach it in the general theoretical sense. Note how scarcity is dealt with and how the factors of production come into play. Introduce the term GOSPLAN and show how it plans for the future.
5. At this time, add the heading, Centrally Planned Economy to the retrieval chart and complete the chart.
6. Students should arrive at a generalization that:
 - in the Soviet Union, the growth of industrialization was based on government planning.
 - in a centrally planned economy, land, labour and capital are controlled by government.

FOCUS: How has the centrally planned economy influenced economic growth in the U.S.S.R.?

1. To illustrate the ways the centrally planned economy affects growth of industry, start with brief case studies from primary industry, agriculture, mining, forestry or fishing.

Agriculture had unique responses to a command economy. All students should deal with it. Emphasis should be on Sovkhoz, Kolkhoz and private plots.

The Soviet World filmstrip kit presents a good overview. Throughout, reference should be made to the concept of primary industry.

2. Review the concept of secondary industry. To improve understanding, the students might select an industry, and examine growth.
3. Analyse statistics showing production before the 1917 Revolution, and after. Converting the statistics to a bar graph, circle graph or pictograph makes the analysis much simpler. Note changes in primary, secondary and tertiary industries. Develop a generalization about production and a centrally planned economy.
4. Compare industrial production in the Soviet Union with production in selected world countries. Convert the statistics to a bar graph. On a map of the world, locate each country and have students reproduce the same length bar on the outline of the country. Comparisons could be made of each country, location in the world and economic type. A tentative generalization could be made about which economy is most beneficial to industrial production. Have the students consult an almanac or yearbook to obtain current statistics.

FOCUS: What is the role of labour in a centrally planned economy?

1. Compare trade unions in the U.S.S.R. with those in Canada and the United States. Suggested headings would be collective bargaining, influence, wages, incentives and product quality. You might subscribe to a monthly periodical from the Soviet Embassy in Ottawa, Soviet Life. It will have recent descriptions of trade unions.

FOCUS: What is the role of the individual within the Soviet economic system?

1. Review changes from an emphasis on heavy goods and military, to light industry and consumer goods over the past few years.
2. Students should then take a personal stand on the issue. They have heard the varying points of view about whether industrial growth should be more important than quality of life. Their position could be presented, using a mind map or comprehension map.



MIND-MAPPING

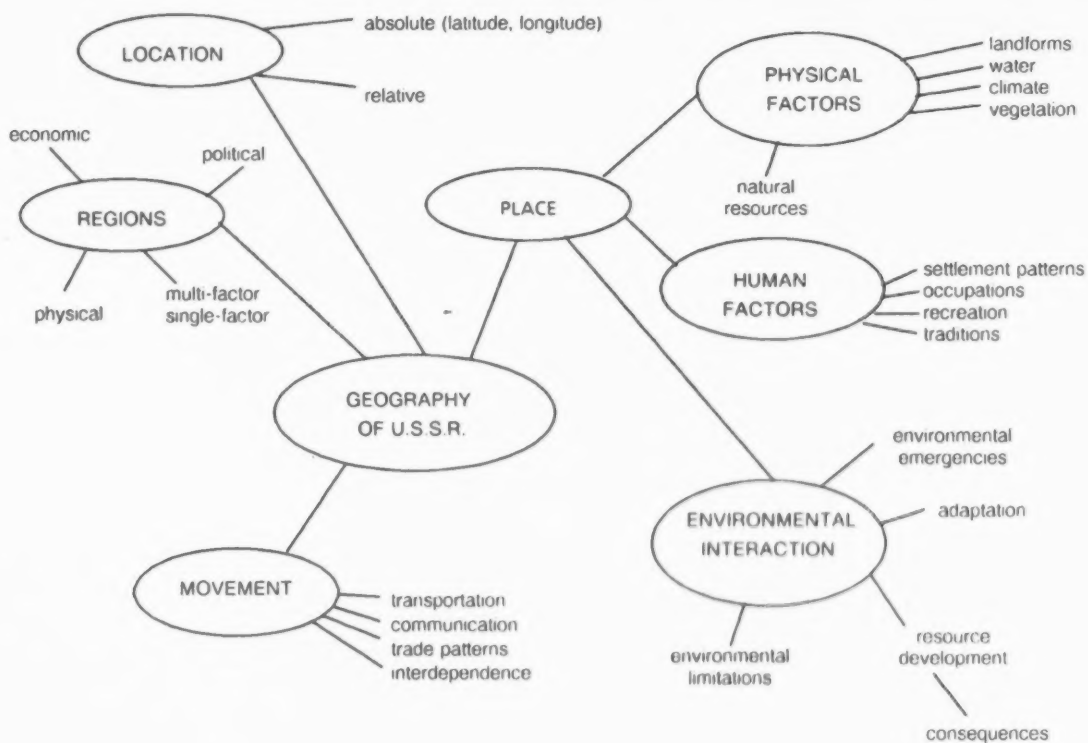
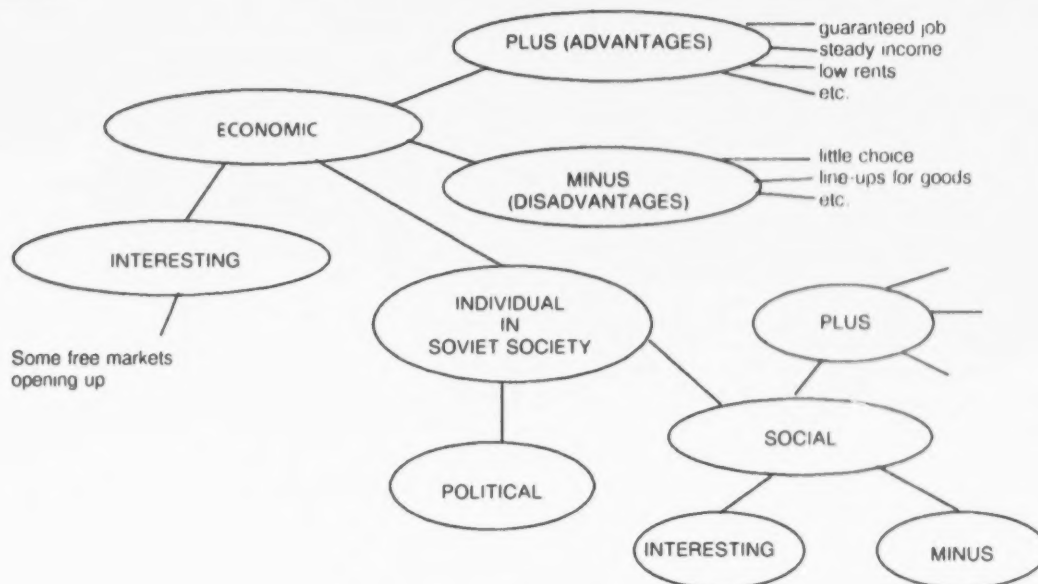
Mind-mapping is:

- a strategy that enables the learner to record abstract ideas in a visual form. This process helps the learner see connections and existing relationships.
- used for planning, outlining, reviewing; to stretch thinking, organize and show relationships. Above all, it is a quick way to get recall of known information and develop a picture of the whole. Anything that can be broken down into relative components can make use of this process.

Component Parts:

- Defined centre
 - relates to central idea, concept or topic
- Emphasis
 - highlight significant information by use of bubbles, arrows or wavy lines
- Colours
 - are used to imprint on the mind, and add meaning through recall and retention
- Key words
 - act as triggers that release related ideas
 - record in personal style, using variety in letter size and shape
- Chains
 - connect and create thoughts
 - can be links, words, symbols, branches, mnemonic devices
- Visualization
 - increase with illustration, variety in shape, form, amount of detail included; enhances transfer of learning for the "map designer"

Note: See Concept Development (7A).

Examples:**MIND-MAPPING**

3. If you are near a town that has a Lada car dealership in it, contact the dealer to see whether someone will visit your class. Better yet, the class could visit the dealership. The focus would be on the production of a consumer good: how and where their automobile is produced; the role of labour; its quality, features and cost. Any information brochures and video slides would be helpful. Students could then compare what they have learned about industry in Canada and the United States to the U.S.S.R.
4. Read the article, "Second Economy" from The Soviet Union, pages 208-209. Compare the information in this article with information on the same topic from an article in a Soviet publication. Note whether they are identical, similar, parallel or inconsistent, unrelated or contradictory. Try to explain the observations by assessing the frame of reference for each article.

FOCUS: How has the quality of life been influenced by central planning?

1. Through the use of summary readings (e.g., The Soviet Union, pages 212-215), review the roles of labour, individuals and government in the Soviet Union.
2. Use a problem-solving model to examine the question. Include:
 - Use a quality of life index (page 215, The Soviet Union) activity and compare the quality of life in Canada and the Soviet Union.
 - Recognize the fact that no society is static: all are changing. Examine the social, economic and spiritual influence on quality of life in the Soviet Union and Canada.
 e.g., Social: ways that people get together
 Economic: ways that money is spent
 Spiritual: ways that religion is encouraged in each country

CULMINATING ACTIVITIES:

1. a) Students will develop a position on a topic associated with central planning and the individual and participate in a debate.

Allow students some choice of topics: e.g.,

- How successful is central planning in the Soviet Union?
- To what extent should governments control the economy?
- How are the lives of citizens affected by the economic system?
- How have history and geography influenced growth in the Soviet Union?
- Are the Soviet people as well off as Canadians?



DEBATING

Debating is more formal than discussion. It is a contest between two teams who test their skill in argument to win the audience's support. Debating follows rules of procedure.

CHARACTERISTICS:

- it is competitive
- requires that the participants take a position, either affirmative or negative, which cannot be changed
- more formal than discussion and follows rules of procedure
- its objective
 - start with a proposal
 - make the best case for it
 - win approval for that side
- the style is argumentative and persuasive

RULES:

The subject

1. It must have two sides both of which are capable of being argued.
2. To avoid confusion, it must be worded positively, not negatively.
3. It should be stated clearly and briefly.

The debaters

1. The side that supports the subject is called the affirmative; the side that does not, the negative.
2. Each team should prepare its arguments carefully: decide what points are to be covered by each speaker, consult books, prepare notes or cards, and anticipate the opponents' views.
3. Each debater's speech should be a good example of sound argument. It is better practice to establish four or five solid points than to list a catalogue of points.

The procedure

1. The chairman announces the topic, introduces the speakers, explains any time limits, and announces the judges' decision.
2. The debaters speak in this order:
 1. First Affirmative
 2. First Negative
 3. Second Affirmative
 4. Second Negative
3. The first speaker for the affirmative makes the rebuttal.

The judgment

1. The decision is given to the side that has more effectively presented and refuted the arguments.



EVALUATION: JUDGES' BALLOT FOR DEBATE

Marks will be awarded based on the following skills:

- i) Reasoning and Evidence
Facts, statistics, authorities offered in support of contentions. Credit should be given for thorough, relevant research and use of sound logic.
- ii) Refutation and Defence
Each speaker should demonstrate ability to use evidence and logic to refute the arguments of his opponents and defend those of his own side.
- iii) Discussion
Each student is expected to participate in the discussion period. Are questions and statements concise and well-phrased?

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
1st Affirmative					
Reasoning and Evidence					
Refutation and Defence					
Discussion					
1st Negative					
Reasoning and Evidence					
Refutation and Defence					
Discussion					
2nd Affirmative					
Reasoning and Evidence					
Refutation and Defence					
Discussion					
2nd Negative					
Reasoning and Evidence					
Refutation and Defence					
Discussion					
3rd Affirmative					
Reasoning and Evidence					
Refutation and Defence					
Discussion					
3rd Negative					
Reasoning and Evidence					
Refutation and Defence					
Discussion					
Summary:					
Winning Team (total team points): _____					
Winning Speaker (total speaker points): _____					

- b) Complete the illustrated timeline begun earlier in the unit.

Have the students do the activity entitled "Be Creative" from The Soviet Union, page 215. Instead of designing one poster, have each group (representing a different part of the economy) do a second one illustrating the positive aspects of that particular group.

Students should prepare a response to the issue "Should industrial growth be more important than quality of life?", but only after assuming the role of one of the seven groups dealt with in the previous activity. This could be presented using a horseshoe debate format.

EVALUATION: Use the generalizations, concepts and related concepts from the program of studies as a basis to make a unit examination that will require students to provide examples.

TOPIC C Canada: Responding to Change

The intent of this study is to help students understand technological change and its effect on the quality of life within a mixed economy so that they can make informed choices about economic growth.

Students will study economic growth and technological change in the Canadian context.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page 3 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How should we respond to technological change?
- Related:
- How is technological change affecting our quality of life?
 - How is technology affecting the way people work?
 - How is technological change affecting the world of work?
 - In what ways can individuals influence technological change?
 - In what ways can government influence technological change?
 - How are labour and management responding to technological change?
 - To what extent should governments influence economic growth?
 - What are some advantages and disadvantages of continued economic growth?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION - Economic growth and technological change affect the quality of life.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS FACTS
Technology has affected our way of life and will continue to influence our future.	technology	- utilization • primary industries • secondary industries • tertiary industries - innovation (robotics, computers, information revolution, genetics) - implications • social • economic • political • environmental • cultural
In a mixed economy, economic decisions are made by both the public and private sectors.	mixed economy	- scarcity - factors of production - role of business, labour, government, consumers - labour-management relations - public sector - private sector (corporations, small businesses, cooperatives) - beliefs values
Quality of life is affected by changes in technology.	quality of life	- lifestyle (social, economic, spiritual, physical, etc.)

SKILL OBJECTIVES

- Students will be able to do the following:

PROCESS SKILLSLocating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in Canada.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analysing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about technological change and its effect on quality of life.
- Determine values underlying a position (identify, define, describe - value priorities, value conflicts).
- Categorize information to develop concepts - technology, mixed economy, quality of life.
- Make generalizations by stating relationships among concepts about technological change and its effect on quality of life.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on responding to change.

COMMUNICATION SKILLS

- Construct a map of your local area to indicate the location of the various industries. Classify the industries as primary, secondary and tertiary by using a colour scheme and corresponding key.
- Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective letter, editorial or essay position paper about technological change and its effect on quality of life, with more emphasis on synthesis and evaluation of information from varied sources.

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes - staying on topic, extending the ideas of others, paraphrasing and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

- Students will be encouraged to develop:

- An appreciation for the varied effects of economic growth on our quality of life.
- Acceptance that change is a common feature of life.
- Concern with issues of significance to the future of Canada and themselves.
- Awareness that technology raises many ethical issues.
- Willingness to participate responsibly in the resolution of issues.
- Appreciation that social issues are complex and may take time to resolve.

GRADE 9 – TOPIC C: CANADA: RESPONDING TO CHANGE

OVERVIEW:

This topic will conclude the study of economic systems by studying the growth of the mixed economy of Canada today, its growth since the Industrial Revolution and projections into the future.

Opening activities will introduce or review the concepts of quality of life and mixed economy. Students will recognize the major part that technological change plays in their lives.

In the developmental activities, students will examine and research the interrelationships of the three major concepts, technology, mixed economy and quality of life. This will be in the context of the Canadian economy today: types of industries, technological changes and the effects of these changes.

The Canadian economic system will be studied as a mixed economy, examining the variety of different influences and consequences in terms of the quality of life of its citizens.

Concluding activities will bring together the understanding of the different types of economic systems, comparing the strengths and weaknesses in terms of individuals and government.

INTRODUCTORY ACTIVITIES:

In these motivating activities, students should:

- recognize the concept of technology
- identify effects of technological change on themselves
- identify the concept of mixed economy
- relate technological change to quality of life
- recognize that choices have to be made about economic growth.

FOCUS: How is technological change affecting our quality of life?

1. Technology: To recognize examples of technology and technological change, show some photographs/pictures film video of pioneer life.

Debrief:

- a) What examples of technology were shown? (Look for items such as farming, building, manufacturing.)
- b) What functions are performed with the same technology today (e.g., eating)?
- c) What functions are performed with different technology today (e.g., methods of transportation, types of buildings, use of machinery, use of resources)?

Alternatively: Assign different groups to examine and compare pictures of pioneer homes and modern homes, pioneer agriculture and modern agriculture, pioneer industries and modern industries. Bring out the concepts of technology, technological change, primary, secondary and tertiary industries.

2. Mixed Economy: Use previous learning from Topics A and B to refresh student understanding of market economy and centrally planned economy, focusing on the role of government. Identify mixed economy as having some of the features of both types of economy.

Alternatively: Use pages 151–153, The Soviet Union to present questions to which all economic systems must respond. Include the meaning of scarcity and means of production. Expand understanding of scarcity by using Teaching Unit 9A "Should We Limit Industrial Growth?", pages 91–92.

Some other ideas to expand understanding of mixed economy:

- Invite local business people to discuss the Canadian economic system.
- Use the Project Business program as an opener – consultants will provide class presentations.
- Use newspaper items on trade, government regulation, free enterprise.
- Use sources such as Fortune Magazine or Canadian Almanac, to find top 10 companies.
- Similarly, find the main government ownership areas (almost all are service industries).
- Political cartoons focusing on government control.

3. a) Quality of Life: Provide one or two readings dealing with life in pioneer times. In a comparison chart, compare pioneer lifestyles and modern lifestyles in terms of:
 - material possessions (houses, vehicles, furniture, etc.)
 - relative freedom to move, choose, write, etc.
 - educational opportunity for all
 - clean air, water
 - values basis (including spiritual).
- b) Categorize the comparisons further in terms of social changes, political changes, economic changes, physical changes, spiritual changes.
- c) Have students brainstorm a list of qualities (cooperativeness, initiative, resourcefulness, courage, etc.) that they feel were important for an early pioneer to have. Have them rank them and give reasons for the ranking. Consider whether these values are important for success today.
- d) Recognize the general meaning of the concept of quality of life, and then recognize that it means different things to different people. Brainstorm what quality of life means to individual students.
Have students do activities 3 and 4, pp. 215–216 Should We Limit Industrial Growth? (Teaching Unit 9A).
- e) Identify the areas where quality of life has changed the most.

EVALUATION: Students will present definitions and examples to demonstrate understanding of the concepts of technology, technological change, mixed economy and quality of life, by writing a brief paragraph about each.

DEVELOPMENTAL ACTIVITIES:

FOCUS: What does technological change mean to me?

1. Define the topic, ensuring student understanding of the term technological change.
2. Explore the topic of technological change in terms of familiar and relevant items; e.g., sound recordings (developed from phonographs through hifi, stereo, quadraphonic sound, tape recorders, tape players – including eight track – cassette tapes, disc players). Predict further developments; in particular, identify the consequences for individuals.
3. For the purpose of understanding the range of technological change, conduct a brief research project. Use a cooperative learning strategy. Groups can select from a list of industries (depending on information available) and develop a chart based on:
 - how the industry was established
 - major changes
 - effects of major changes on different people – the consumers, especially teenagers; the workers; the environment; the government; international trade. Information will be presented and groups evaluated on the quality of presentation in terms of information availability.



COOPERATIVE LEARNING

Cooperative learning is a teaching-learning strategy that encourages or requires students to work together. Teachers provide a situation that is structured so that students are dependent on each other to complete a learning task. The basic elements of cooperative learning are:

1. positive interdependence of group
 - mutual respect
 - division of labour
 - dividing materials, information or resources
 - assigning different roles
 - shared rewards
2. face to face interaction among group
3. individual accountability for mastering assigned material
4. interpersonal and small group skills

COOPERATIVE LEARNING STRATEGY-JIGSAW

The jigsaw strategy is suited to a classroom situation where the teacher wishes to cover a large amount of material and at the same time wishes to focus on the personal and social aspects of learning. This cooperative learning strategy is often referred to as the "team concept" of group learning. The teacher rather than a giver of information becomes a facilitator and a monitor of the group process. Cooperation is made important because success requires the combined efforts of each person in the group. Individuals are responsible not only for their own learning but that of their peers as well.

1. Students are assigned to "home groups" of 4 to 6 members (heterogeneous -teacher selected).
2. Each member of the "home group" is made responsible for one part of an assignment or task (1 out of 6 questions, one aspect of a case study, etc.). A variation of this approach would be to read or become familiar with the entire assignment but only be responsible for one segment.
3. Groups are reorganized into "expert groups" or research groups made up of members having the same part of an assignment or task.
 - Students must master the topic assigned to them through discussion and note making.
 - Students discuss how they will present the information to their "home group."
4. Students return to their "home groups" to share (teach) their individual expertise with the rest of the group.
 - Students must use questioning (paraphrasing, clarifying, etc.) and listening skills.
 - Students continue sharing until all parts are learned by everyone.
5. To make learning truly cooperative, students are evaluated through completion of an assignment or by a test. Marks should be based on average of an individual's grade and the average of grades obtained by the rest of the "home group."
6. Students return to "home group" to review and reflect on how much they have learned and how well they worked together.

(adapted from the work of Roger T. Johnson and David W. Johnson)

Note: See Group Work ...; Group Participation Skills (7A); Class Discussion Guide Lines (7B).

4. Complete a collage written presentation to represent a position on "Technological Change and Me."

Alternatively, students will each predict a major invention of the next 10 years and present hypotheses about the consequences on them personally (e.g., voice activated computer – effects on schooling; writing skills; on office procedures; on dealing with government; etc.).

FOCUS: How is technology affecting the way people work?

1. Identify technology used in:
 - the classroom: AV machinery, computers, etc.
 - the home: microwaves, refrigerators, television, toasters, etc.
 - the office workplace: computers, electric tools, transportation.

In pairs, students should identify one of each of the above and state what particular function the technology is performing and what it would be like without it; also, the advantages and disadvantages of the technology.



COOPERATIVE LEARNING STRATEGY – PARAPHRASING

Working in pairs allows students to develop some of the participation skills necessary for group work. Paraphrasing is an important skill in promoting group effectiveness. Some techniques of paraphrasing are:

1. re-state sender's expressed ideas and feelings in your own words (not mimicking or parroting)
2. preface your statements by words such as
 - you think ...
 - your position ...
3. avoid any indication of approval/disapproval
4. be accurate
5. do not add or subtract
6. put yourself in sender's shoes.

2. Use a case study of a particular type of technology and examine the advantages and disadvantages; e.g., computers – speedy, but require trained personnel.

FOCUS: How is technological change affecting the world of work?

1. Use a film (e.g., Toffler's "Third Wave," "Gutenberg") to introduce the future consequences of change in the workplace.
2.
 - a) Present a variety of information showing the changes in the structure of employment in this century (the change in emphasis from agricultural through increased emphasis on mineral resources and manufacturing industry to a service industry-based economy. Sources: Canadian Almanac, Canada Year Book. What has been the result of the changes?
 - b) Provide students with statistical evidence of the major changes taking place in Canada in the past couple of decades (women, farming, service industries, urbanization). What conclusions can be drawn?
3. Introduce the concepts of primary, secondary and service industries, using common examples:
 - e.g., **Primary Industry** – those industries that deal with natural resources; e.g., farming, fishing, forestry, mining.
 - Secondary Industries** – those industries that change or combine the original products into a finished product for the consumer; e.g., manufacturing industries.
 - Tertiary (or service) Industries** – those industries that provide services; e.g., sales, teaching, health services, government.

4. Students should be able to provide examples of specific organizations that fit under the headings of primary, secondary and tertiary industries, and develop a chalkboard chart. Magazine advertisements, from a variety of magazines, can be a good trigger for this.

Students will recognize that some organizations will be represented in all three categories.

5. Explore the recent addition of quaternary industries – those concerned with the processing of information; e.g., through computer networks.
6. Use readings AV material to identify the effects of technological change on one specific industry; e.g., robotics in the car industry; heart and liver transplants in medicine. Identify the issues involved (Should workers be replaced by machines? Should money be spent on transplants at the expense of other medical advancements?).

Use a decision-making model to identify the issue, recognize different viewpoints and their underlying values, discuss the considerations and present a decision based on available information.

FOCUS: How can individuals influence economic change in a mixed economy?

Concepts

1. a) With your students, identify
 - a number of Canadian inventors
 - a number of Canadian businessmen

e.g., <u>Inventors</u>	e.g., <u>Business people</u>
Sir Sandford Fleming	Timothy Eaton
Drs. Banting, Best	E. P. Taylor
Alexander Graham Bell	Conrad Black
- b) On an individual basis, students should carry out research into the personal qualities of one of these individuals; how they responded to opportunities; how they made changes happen.
- c) Identify any commonalities in lifestyle and personal qualities among inventors. Repeat for businessmen! Make a list of common entrepreneurial characteristics.
- d) Write a paragraph summarizing these findings.
2. Invite local business person to talk to the class, describe how he/she feels about making changes in the Canadian economy.
3. Research a Canadian business or industry that has been strongly influenced by the work of individuals; e.g., automobiles, meat packing.

FOCUS: How are labour and management responding to technological change?

1. Present a reading from a recent newspaper that reports the essential details of a labour-management dispute. Discuss, involving students in taking sides on the issue. (This is particularly effective if there is a local dispute.)
 - a) Present a reading that reports the essential details of a labour – management dispute. (This will be particularly effective if there is a dispute that is affecting the local community.) Identify the positions of labour, business, government and consumers on the issue. Have students review one or more editorials and/or letters to the editor and identify words, phrases or statements that they think represent emotion or bias. (Bias may be defined as a preference that interferes with fair judgment and can be subtle, as well as emotionally-toned statements.) Have students share these with the class.
 - b) Discuss reasons why individuals have differing views about an event or situation. Point out that different perspectives may be based on beliefs and values as well as information and ideas. The information an individual receives can be inaccurate or distorted in order to mislead. Identify propaganda techniques used for persuasion. Illustrate with examples and have students collect examples from the media (television, radio, newspaper or magazine advertisements). Develop a list of examples for students to identify as a follow-up activity.
 - c) Have students review editorials and/or letters to the editor and identify propaganda techniques.



PROPAGANDA TECHNIQUES

Individuals are influenced by other individuals and groups (group pressure). The mass media – television, radio, newspapers, magazines and books – also influence and inform individuals. The information one receives can be inaccurate and or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Propaganda techniques often depend on errors (fallacies) in thinking to be effective. Students need to practise critical thinking skills, especially those required for detecting errors in thinking.

Some common propaganda techniques are as follows:

1. Bandwagon – Everyone has one! Everyone is doing it! etc.
2. Card Stacking – Presents the good or unique factors or presents the worst possible case.
3. Glittering Generalities – Describes something in very favourable terms.
4. Name Calling – Uses negative words to describe or label someone or something.
5. Plain Folks – Emphasizes the attachment to the average common citizen or majority.
6. Testimonial – Uses well-known or respected person to say that the idea or product is good.
7. Transfer – Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1. ad hominem – attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2. appeals to emotion – uses information to arouse feelings.
3. appeals to the past – uses tradition.
4. cliché – uses timeworn expressions or ideas.
5. either – or – limits choice to two or a few when there are many.
6. ethnocentricity – uses own culture to judge other cultures.
7. euphemism – uses mild or indirect expression instead of one that is harsh or unpleasantly direct.
8. improper comparisons – compares unlike things.
9. irrelevant proof – uses evidence that has nothing to do with the subject.
10. jargon – uses unintelligible or meaningless words to impress rather than to communicate.

- | | |
|---|--|
| 11. <u>leading questions and statements</u> | - uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere). |
| 12. <u>omission</u> | - withholds facts to make faulty conclusion. |
| 13. <u>out of context</u> | - lifts statement out of entirety in order to suggest a different meaning. |
| 14. <u>overgeneralization</u> | - presents generalization from single example or lack of evidence. |
| 15. <u>over simplification</u> | - distorts or deceives by giving too simple a reason or explanation. |
| 16. <u>poor faulty analogy</u> | - uses analogy improperly to suggest similarities between objects, people or events that are unsound. |
| 17. <u>poor underlying assumptions</u> | - bases argument on weakly stated or unstated assumptions. |
| 18. <u>post hoc fallacy</u> | - if one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" - after this, therefore because of this). |
| 19. <u>single cause fallacy faulty causation</u> | - singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning). Concludes that if one event occurs after another, it was caused by the other event. |
| 20. <u>statistical fallacies</u> | - uses statistics to confuse people with misinformation. |
| <u>inaccurate samples:</u> size of sample, representativeness, the questions and the questioner.
<u>short term statistics:</u> used to make long-term claims.
<u>rates and total numbers:</u> not distinguishing between the two.
<u>averages:</u> not distinguishing between median (the middle figure) and the mean (arithmetic average).
<u>gross statistics:</u> confuses by equating total amounts with individual characteristics.
<u>graphs:</u> create illusions by "sloping the trend line"; uses the "Big Figure" to make change greater than it actually is; deceives by using unmarked axes.
<u>percents:</u> uses percents to prop up a weak argument. | |
| 21. <u>stereotype</u> | - uses oversimplified mental picture of a person, place, idea or event. |
| 22. <u>straw man</u> | - claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish. |
- Note:** It is not expected that students will be responsible for knowing all of the above techniques. However, they should understand the seven common propaganda techniques.

2. Involve local representatives of labour and management in a panel discussion. Perhaps they could be persuaded to discuss an hypothetical case in which a new piece of computerized hardware has been introduced to a local industrial plant or office. (Alternatively, students could prepare cases on the issue: "Any opportunity to replace people with machinery should be taken.") For proper debate techniques, contact the Alberta Debate and Speech Association. (Telephone: 484-7924).
3. Investigate the labour-management laws in this province.

4. Conclude with observations* on the particular values stressed by each side (particularly materialism, material welfare) and the ways that people try to overcome labour relations problems.

FOCUS: To what extent should government influence technological change and economic growth?

Use the decision-making model to deal with the issues.

1. With the objective of identifying government involvement in the economy, review the concepts of mixed, centrally planned and market economies.
2. Review the ways that each type of economy responds to the basic economic questions: What is to be produced? Who produces it? And for whom?
3. Review the meaning of scarcity as the basis of economic planning in each type of economy; similarly, recognize that, in production, the factors of land, labour and capital have to be organized.
4. Using an interview format, students can talk to a number of people to ascertain public awareness and opinions about the need and desirability for technological changes, and whether they consider that governments should take the lead in this. Ensure that the questions to be asked are brief and phrased in such a manner as to elicit responses that can be readily presented and assessed. Record the answers in the form of bar graphs.



INTERVIEWS

Here are some things to keep in mind when you prepare for an interview:

- Identify the purpose.
- When contacting the person to be interviewed, state clearly who you are, what your purpose is, how long the interview will take and what the format will be. The place and time should be convenient to the person being interviewed.
- Be a good listener. Your job is to find out what that person knows and not to tell that person what you know.
- Ask brief questions one at a time.
- Avoid questions that can be answered with a simple "yes" or "no."
- Don't write out all your questions in advance. Write down short phrases or words that will jog your mind and keep the interview moving. Formulate your exact questions on the spot.
- Listen to the answers. Don't worry about the next question. The answers will flow into the next question as part of the normal development of a conversation.
- Give the interviewee time to think. Don't cut the subject off or rush off into a new issue before the old issue has been fully discussed.
- Avoid leading questions like "Don't you think the government is wasting tax money by ...?"
- Take notes (or use a tape recorder if the person agrees). But be as inconspicuous as possible.
- Evaluate the interview (advantages and disadvantages of process and how it can be improved).
- Review your notes as soon as possible after the interview and synthesize information (chart mind map paragraph).
- Send a thank you letter.

5. Explain that governments in Canada provide incentives for research, innovation and invention; e.g., medical laboratories attached to universities. Invite a representative of the local Chamber of Commerce, government officials, labour union offices, to seek their opinions about technological change.

FOCUS: What are some advantages and disadvantages of continued economic growth?

1.
 - a) Present a variety of information showing how society is benefiting from continued economic growth and the negative consequences as well.
 - b) As a class, identify two or three advantages, such as:
 - greater production of food
 - new improvements in health
 - higher standard of living.
 - c) As a class, identify two or three disadvantages, such as:
 - air pollution (greenhouse effect, ozone depletion, acid rain)
 - deforestation and soil erosion
 - loss of farmland.
 - d) Have students develop further advantages and disadvantages through group discussion. Have them focus on one segment of the economy at a time (farming, fishing, forestry, petro-chemical industry, manufacturing – automobiles, etc.). Groups will report their findings to the class.
 - e) Have students record the information in chart form. For example, outline the advantages and disadvantages of "Big Business."

ADVANTAGES	DISADVANTAGES
- capital to build modern efficient plants - capital to acquire up-to-date, specialized machinery - purchase new materials in bulk - conduct research - establish distribution network - convert waste materials into useful by-products - increase sales through advertising	- become monopolistic - destroy competition - drive out small business - concentrate enormous wealth and power in hands of few - in position to use excessive power to influence government

2. Have students make a poster depicting their view of economic growth.
3. Use group work strategies to arrive at the generalization "Economic growth and technological change affects the quality of life."

CULMINATING ACTIVITIES:

FOCUS: How should we respond to technological change?

1.
 - a) Develop a survey on opinions about environmental issues. Conduct the survey in your local community making sure that key interest groups (business, labour, consumers, government, health) are polled.
 - b) Organize and analyse the collected information to develop conclusions. Compare the results with the results of a classroom survey.



SURVEY

Surveys or polls are a means of gathering information about the opinions or preference of an identified group.

Steps in designing a survey:

1. Define the purpose
 - Why is information needed?
 - What information is needed?
 - From which group(s) do you wish to get the information?
2. Form an hypothesis as it may be helpful in generating ideas for questions to ask. (Optional)
3. Determine how the survey will be carried out.
4. Develop questions to ask
 - structured (exact answers or "yes-no," "agree-disagree"
 - open (allows for individuals to state feelings)
 - number of questions to ask
5. Design survey. It should include statement on why the survey is being conducted and that individual responses will be kept confidential. (May include how individuals can obtain final results.)
6. Determine the "sample" (the actual group that will answer the questions) to be surveyed
 - ensure fairness by not favouring or offending any particular group
 - decide on the number of completed surveys needed to ensure accurate representation
 - decide on the following as needed: number, age, geographical area, occupation, sex, cultural origin
7. Determine the time needed to complete the survey.
8. Determine who will conduct the survey in an unbiased manner.
9. Conduct the survey.
10. Tabulate the results by combining the answers and total similar responses.
11. Report the results in a meaningful manner.
12. Examine the survey results to draw accurate conclusions. Consider factors that may have had an effect on the results. (Compare the results to hypothesis if one was made.)

2. Write a letter to your M.L.A., M.P. or local newspaper editor, stating your position on the issue of technological change and what action should be taken.



EVALUATION: POSITION PAPER

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
I. <u>Organization, Form, and Writing Style</u>					
a) Well-developed introduction and conclusion.	5	4	3	2	1
b) Correct sentence structure.					
c) Correct paragraphing.	5	4	3	2	1
d) Correct spelling.	5	4	3	2	1
e) Overall impression – title page – proofreading.	5	4	3	2	1
	5	4	3	2	1
II. <u>Knowledge and Use of Information</u>					
a) Accuracy of information.	5	4	3	2	1
b) Inclusion of essential information.	5	4	3	2	1
c) Absence of irrelevant information.	5	4	3	2	1
d) Sustained discussion of topic.	5	4	3	2	1
e) Ability to point out the major issue(s) and related problems.	5	4	3	2	1
f) Ability to see the topic in context.	5	4	3	2	1
g) Logical development (unity and coherence).	5	4	3	2	1
III. <u>Synthesis and Judgment</u>					
a) A clear statement of position.	5	4	3	2	1
b) The use of a wide variety of evidence to support the thesis.	5	4	3	2	1

EVALUATION: Use the generalizations, concepts and related concepts from the program of studies as a basis to make a unit examination that will require students to provide examples. Develop examination that includes an extended written response (for example, a letter) that is several paragraphs in length. Taking a stand on a facet of a current social issue is ideally suited to the primary trait method of scoring. See Extended Written Response – Primary Trait Scoring.



EXTENDED WRITTEN RESPONSE - PRIMARY TRAIT SCORING

The rationale underlying primary trait scoring is that writing is done in terms of an audience and can be judged in view of its effects on that audience. Particular writing tasks require particular approaches if they are to be successful. The approach used by the writer to reach and affect his/her audience will be the most important — the primary trait of a piece of writing. For example, the writer of a set of directions must present things in a logical and unambiguous manner if he expects readers to follow the directions. Therefore, the primary trait of a written set of directions would be an unambiguous, sequential and logical progression of instructions. Successful papers will have that trait, but unsuccessful papers will not, regardless of how clever or well written they may be in other respects. On the other hand, the purpose of campaign literature is to persuade a reader to vote for a candidate. A successful campaign paper will have certain persuasive traits that an unsuccessful one will not have, and these traits will differ from those necessary for a successful set of directions.

The best response, presumably, will be those that persuade the reader to adopt the writer's point of view. In other words the primary trait in this case is persuasiveness. Responses that are not persuasive cannot receive a high score regardless of how well written they may be in other respects (e.g., in terms of word choice, sentence structure or organization).

Mark Allocation:

A total of 20 marks is allotted to this question on the unit exam (20/100). The response will be scored on a five category scale. The student score will be adjusted by a factor of four.

DESCRIPTOR	SCORE	CRITERIA FOR SCORING
EXCELLENT	5	The writer presents an excellent argument based on solid reasoning and carefully selected facts. His/her use of language is accurate and effective. His/her letter is very persuasive in supporting his/her position.
GOOD	4	The writer presents a good argument based on logical reasoning and relevant facts. His/her use of language is clear and understandable, although there may be a few minor grammatical and spelling errors. His/her letter is persuasive and it supports his/her position well.
ACCEPTABLE	3	The writer presents an identifiable position based on related facts. His/her use of language is adequate, although there may be some grammatical and spelling errors. His/her letter is somewhat persuasive in supporting his/her position.
LIMITED	2	The writer presents a confused statement of position. His/her arguments tend to rely on emotion and not logic. The facts cited are only remotely related. His/her use of language is limited and displays frequent grammatical and spelling errors. His/her letter is unpersuasive.
POOR	1	The writer does not present a definable position, or he/she may state a position but makes little or no attempt to defend it. Content is inaccurate or inappropriate. His/her use of language is seriously flawed with numerous grammatical and spelling errors. His/her letter either lacks a sense of purpose or is completely unpersuasive.

(0) - "Zero" is a special category. It is not an indicator of quality. It should be assigned to papers that are blank, totally illegible or address a completely different topic.

Adapted from Student Achievement Testing Program Bulletin, Grade 9 Social Studies, 1986-87 School Year, September 1986, pp. 33-34.

LEARNING RESOURCES

1. DEFINITIONS

- 1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning.
- 1.2 **Basic Learning Resources** are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

and

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas or programs.

- 1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.
- 1.4 **Supplementary Learning Resources** are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

2. BASIC LEARNING RESOURCES

Three to 10 print and/or nonprint resources have been authorized as basic for social studies instruction at each grade level.

The basic learning resources are those resources that Alberta Education has assessed as the best currently available for achieving the objectives of grade level social studies programs. These resources are available for purchase at 25% discount from the Learning Resources Distributing Centre and are listed in the 1988-89 Learning Resources Distributing Centre Buyers Guide.

Resources, once authorized as basic, retain this status for a minimum of three years.

2. Basic Learning Resources (cont'd.)

Grade & Topic	Title	Publisher
7A	<i>Marooned: An Examination of Culture</i> 3rd Edition, 1984 (Kit)	Canadian Social Sciences Services Ltd.
	<i>Understanding Cultures</i> (1984)	Prentice-Hall
7B	<i>Japan: Its People and Culture</i> (1988)	Reidmore
	<i>Two Roads to Japan</i> (1988)	Plains Publishing
7C	<i>Canada's People: The Metis</i> (1987)	Plains Publishing
	<i>Kanata Series:</i> <i>Cultures in Canada:</i> <i>Strength in Diversity</i> (1984) (Redeveloped 7C Kanata Kit) Text Teacher Guide Media Kit	Weigl Educational Publishers Limited
	<i>Multicultural Canada Series:</i> <i>The Chinese Canadians</i> (1982) (out of print) <i>The Italian Canadians</i> (1982) (out of print) <i>The Japanese Canadians</i> (1978) (out of print) <i>The Jewish Canadians</i> (1983) <i>The Mennonite Canadians</i> (1983) <i>The Scottish Canadians</i> (1981) <i>The Ukrainian Canadians</i> (1982) (out of print)	Nelson Canada
	<i>The Peigan: A Nation in Transition</i> (1985)	Plains Publishing
8A		Resource being developed
8B	<i>Kanata Series:</i> <i>Canada's Political Heritage:</i> <i>Conflict and Change</i> (1985) (Redeveloped 8A Kanata Kit) Text Teacher Guide Media Kit	Weigl Educational Publishers Limited
8C		Resource being developed
9A		Resource being developed
9B	<i>The Soviet Union</i> (1983)	Arnold Publishing
9C		Resource being developed (Kanata Series)

3. RECOMMENDED LEARNING RESOURCES

Grade & Topic	Title	Publisher
7A	<i>Learning About Peoples and Cultures</i> (1977) (out of print)	The Book Society of Canada Limited
	<i>How to Study Cultures: A Unit of Study</i> (Kit) (1979)	Wintergreen Comm.
7B	<i>Across Cultures: Program</i> Program 1 – The Japanese (1983)	Agency for Instructional Television
	<i>Japan: A Family Visit</i> (1986)	Oxford University Press
	<i>Japan: Its People and Culture,</i> Teacher's Guide (1989)	Reidmore
	<i>Japan Nearby</i> (1987)	Pacific Visual Education
	<i>Japan: the Crowded Islands, City</i> (VHS) (1979)	Note: Can be obtained from ACCESS Media Resource Centre, Urban media Centres and/or Regional Film Centres
	<i>People and Places: Japan</i> (1988)	GLC
	<i>Two Roads to Japan: Teacher's Guide</i> and Blackline Masters (1988)	Plains Publishing
7C	<i>The Arctic Through Eskimo Eyes (Kit)</i> (1975)	Visual Education
	<i>Canada's People: The Metis, Teacher's</i> Guide (1988)	Plains Publishing
	<i>High Arctic Heritage (Kit)</i> (1975)	McIntyre
	<i>Land of Pain, Land of Promise, First Person</i> <i>Accounts by Ukrainian Pioneers 1891–</i> 1914 (out of print)	Western Producer Prairie Books
	<i>The Metis People of Canada: A History</i> (1978)	Gage
	<i>Minority Canadians: Ethnic Groups</i> (Teacher Reference) 1978	Nelson Canada
	<i>Multicultural Canada Series:</i> <i>The Italian Canadians, Teacher's</i> Resource Book (1980)	Nelson Canada
	<i>The Japanese Canadians, Teacher's</i> Resource Book (1979) (out of print)	
	<i>The Mennonite Canadians, Teacher's</i> Resource Book (1982) (out of print)	

3. Recommended Learning Resources (cont'd)

Grade & Topic	Title	Publisher
	<i>The Scottish Canadians, Teacher's Resource Book</i> (1982) (out of print)	
	<i>The Ukrainian Canadians, Teacher's Resource Book</i> (1982) (out of print)	
	<i>Multiculturalism: Canada's People</i> (Teacher Reference) 1987	Prentice-Hall
	<i>The Peigan: A Nation in Transition, Teacher's Guide</i> (1986)	Plains Publishing
	<i>Polish Heritage in Alberta</i> (1982)	M.A. Romanko
	<i>Surviving Peoples Series: Eskimos</i> (1979) (out of print)	GLC
	<i>To the Promised Land: Contributions of Ukrainians to Canadian Society</i> (1973) (out of print)	Tantalus Research Limited
8A	<i>Across Canada: Resources and Regions</i> 2nd Edition Text (1987) Teacher's Manual (1988)	John Wiley
	<i>Canada and the World. An Atlas Resource Text</i> (1985) Teacher's Guide (1987)	Prentice-Hall
8B	<i>Canadian Scrapbook Series:</i> <i>A Nation Beckons: Canada 1896-1914</i> (1978) <i>A Nation Launched: MacDonald's Dominion 1867-1896</i> (1978)	Prentice-Hall
	<i>Canadians Series:</i> <i>E. Cora Hind</i> (1979) (out of print) <i>Ernest Thompson Seton</i> (1979) <i>George Brown</i> (1979) (out of print)	Fitzhenry
	<i>Flashback Canada: New Editon</i> (1987)	Oxford University Press
	<i>Focus on Canadian History Series:</i> <i>Rebellions in Canada</i> (1979) (out of print)	Grolier
	<i>Growth of a Nation Series:</i> <i>Confederation</i> (1982)	Fitzhenry

3. Recommended Learning Resources (cont'd)

Grade & Topic	Title	Publisher
	<i>We Built Canada Series:</i> <i>John A. Macdonald and Confederation</i> (1983) <i>The Mounties and Law Enforcement</i> (1980)	Irwin
8C	<i>Brazil: An Awakening Giant</i> (1987)	Dillon Press, Inc.
	<i>Library of Nations: Brazil</i> (1986) (Teacher Reference)	GLC
	<i>People and Places: Brazil</i> (1988)	GLC
9A	<i>Dimensions of Change (Kit)</i> (1977) (out of print)	Westport Comm.
	<i>Impact of the Industrial Revolution</i> (1978) Text Teacher's Guide	Harcourt
	<i>People, Technology and Change</i> (1980)	McGraw-Hill
	<i>The Rise of Organized Labour</i> (1967)	Ginn
	<i>Should We Limit Industrial Growth?</i> (Teaching Unit 9A) (1979)	Alberta Education
	<i>Then and There Source Books: The Industrial Revolution</i> (1976) (out of print)	Longman
	<i>Western Civilization Series:</i> <i>The Growth of Industrialization</i> (1976) <i>Teaching Guide Inquiry: Western Civilization</i> (1976) (out of print)	Globe Modern
9B	<i>Global Insights: People and Culture Series</i> <i>The Soviet Union</i> (1980)	Bell & Howell
	<i>Journey Across Russia: The Soviet Union Today (Kit)</i> (1978)	National Geographic
	<i>Should Governments Restrict Personal Freedoms in the Interest of the State?</i> (Teaching Unit 9B) (1982)	Alberta Education
	<i>The Soviet Union and Eastern Europe</i> (1980) Text Teacher's Guide	Scholastic Book Services
	<i>The Soviet Union, Teacher's Manual</i>	Arnold Publishing

3. Recommended Learning Resources (cont'd)

Grade & Topic	Title	Publisher
9C	<i>Across Canada: Resources and Regions</i> 2nd Edition (1987)	John Wiley
	<i>Canada: The Land and Its People</i> (1975)	Gage
	<i>Canadian Scrapbook Series:</i> <i>Canadians at Work: Labour, Unions and Industry</i> (1984) <i>Teacher's Guide</i> (1986)	Prentice-Hall
	<i>The Confident Years: Canada in the 1920's</i> (1978) (Teacher Reference)	
	<i>The Depression Years: Canada in the 1930's</i> (1978)	
	<i>Canadian Industrialization</i> (1983) Text Teacher's Guide	McGraw-Hill
	<i>Curriculum Series:</i> <i>Union Organization and Strikes</i> (Teacher Reference) (1978) (out of print)	OISE
	<i>Has Technological Change in Canadian Industry Been a Boom or a Disaster?</i> (Teaching Unit 9C) (1982)	Alberta Education
	<i>NFB Canada Map Education Kit</i> (1984)	McIntyre
	<i>The Technology Connection: The Impact of Technology on Canada</i> (1980)	Commcept Publishing
	<i>We Built Canada Series:</i> <i>R.B. Russell and the Labour Movement</i> (1978)	Manitoba Textbook Bureau
	<i>Work and Leisure</i> (1978)	Gage

JUNIOR HIGH SOCIAL STUDIES SKILL DEVELOPMENT CHART

The ability to read, listen, view, speak and write effectively and the ability to work with others contributes to the development of citizens who are sensitive to and respect the views of others. The organization of the Social Studies Skills is done for the convenience of explaining the skills. This format does not reflect how students learn or how they should be taught. Both the categories of skills and the skills within these groupings are interrelated. It is expected that the teacher will teach them in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by the students.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Grades 7, 8 and 9, but the teacher determines the actual introduction of a skill based on the needs and nature of the learner. The skills may be introduced, developed, used and or reinforced in other subject areas. The skills have been grouped into the following categories:

PROCESS SKILLS – skills that help one acquire, evaluate and use information and ideas

LOCATING/INTERPRETING/ORGANIZING
ANALYSING/SYNTHESIZING/EVALUATING

COMMUNICATION SKILLS – skills that help one express and present information and ideas

SPEAKING
DISPLAYING AND DEMONSTRATING
WRITING

PARTICIPATION SKILLS – skills that help one interact with others

INTRAPERSONAL
INTERPERSONAL RELATIONS
GROUP PROCESS AND DISCUSSION

Skills on the chart are identified at three levels:

- ☐ Awareness Level – The teacher uses or models the skill through teaching.
- Instructional Level – The skill is taught to students through planned learning experiences.
- ★ Independent Level – The skill should be maintained and developed through review and application.

SKILL OBJECTIVES

Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude objectives.

PROCESS SKILLS

6 7 8 9

LOCATING/INTERPRETING/ORGANIZING

(gaining access to information and ideas)

Determine information required and possible sources:

- | | | | | |
|--|---|---|---|---|
| 1. Identify and define topic(s) | | • | • | • |
| 2. Identify possible sources and location of information (print, non-print, interviews, surveys, etc.) | • | • | • | • |

Find materials in a library:

- | | | | | |
|--|---|--------------------------|--------------------------|---|
| 1. Find different categories of print and non-print materials according to Dewey Decimal System | • | • | ★ | ★ |
| 2. Use card catalogue to find call numbers | • | • | ★ | ★ |
| 3. Use card catalogue to learn that a reference is listed in three ways - by subject, by author and by title | • | • | ★ | ★ |
| 4. Use the Reader's Guide to Periodical Literature and other indexes | | ☐ | ☐ | • |
| 5. Locate social science references including print (atlases, almanacs, encyclopedias, yearbooks and dictionaries) and non-print materials (audio and video) | | • | • | • |

Work with reference materials:

- | | | | | |
|---|---|---|---|---|
| 1. Distinguish between fiction and non-fiction | • | • | ★ | ★ |
| 2. Choose from a variety of books appropriate to the purpose, including general references (dictionaries, yearbooks, almanacs, encyclopedias) and specific references (history, geography, political science) | • | • | ★ | ★ |
| 3. Make a record of the source by call number, author, title, date, pages, etc. | • | • | ★ | ★ |
| 4. Use title, table of contents, index, glossary, appendices, lists, copyright date | • | • | ★ | ★ |
| 5. Locate information in references, using key word(s), indices, cross-references, table of contents | • | • | ★ | ★ |

Use newspapers, magazines and pamphlets as sources of information:

- | | | | | |
|---|--------------------------|---|---|---|
| 1. Select material appropriate to class activities | • | • | ★ | ★ |
| 2. Select important news items pertinent to topics of study | • | • | ★ | ★ |
| 3. Learn about the sections of a newspaper, their organization and purpose | ☐ | • | ★ | ★ |
| 4. Recognize the differences in purpose and coverage of different magazines, papers and pamphlets | • | • | ★ | ★ |

PROCESS SKILLS (cont'd)

6 7 8 9

Read to acquire information:

1. Read materials to find answers to questions • ★ ★ ★
2. Recognize and be able to use terms related specifically to social studies • • • •
3. Make use of headings, topic sentences and summary sentences to identify main ideas ☐ • • •
4. Differentiate between main and related ideas ☐ • • •
5. Recognize stated relationships such as sequence, cause and effect, space place, time • • • •
6. Recognize and comprehend conventions and symbols (footnotes, asterisks, etc.) ☐ • • •
7. Read with purpose and discrimination • • • •
8. Learn to adjust reading rate to type of material • • • •
9. Skim to find a particular word, get a general impression or locate specific information using format cues such as tables of contents, chapter headings, italicized type, graphs, pictures or charts ☐ • • •
10. Make notes (jottings, point form, webbing) that outline main and related ideas ☐ • •

Listen and observe to acquire information:

1. Listen and observe to find answers to questions • • • •
2. Recognize and comprehend verbal (word choice, tone of voice, loudness, etc.) and non-verbal cues (eye contact, facial expression, gestures, etc.) • • • •
3. Identify main ideas by using cues such as title, repetition, summary statement, and changes in rate, volume, body movement to identify ideas the speaker is stressing ☐ • • •
4. Listen and observe with purpose and discrimination • • • •
5. While listening and observing, take notes (jottings, point form, webbing) that outline main and related ideas ☐ • •

Gather information from field studies and interviews:

1. Identify the purpose of the field study or interview • • • •
2. Plan procedures for conducting an interview for field study including questions to be asked • • • •
3. Record information, using a variety of techniques • • • •
4. Make notes (jottings, point form, webbing) that outline main and related ideas • • • •

Gather facts, using computers and telephone and television information networks:

1. Operate a computer to enter and retrieve information gathered from a variety of sources • • • •
2. Access information through networks, data banks and on-line sources ☐
3. Use a word processing program to organize information • • • •

PROCESS SKILLS (cont'd)

6 7 8 9

Interpret a variety of visual materials such as art, television, film, drama, cartoons, pictures, photographs, charts, graphs, tables:

- | | | | | |
|--|---|---|---|---|
| 1. Recognize that information may be presented in a variety of ways | • | • | • | • |
| 2. Use these materials as sources of information | • | • | • | • |
| 3. Recognize and comprehend conventions and symbols used | • | • | • | • |
| 4. Describe the content (general and specific) of the material | • | • | • | • |
| 5. Determine the main and related ideas | | • | • | • |
| 6. Recognize relationships among variables within graphs, charts, tables | | • | • | ★ |
| 7. Identify points of view expressed in cartoons, pictures, photographs | | □ | • | • |
| 8. Identify the purpose, message and intended audience of visual communications | | • | • | • |
| 9. Identify, understand and critically evaluate the relationship among purpose, message and intended audience of visual communications | | | □ | • |

Interpret maps, globes and air photos:

- | | | | | |
|---|---|---|---|---|
| 1. Use these materials as sources of information | • | • | • | • |
| 2. Interpret and use map legends and map symbols on different kinds of maps | • | • | • | • |
| 3. Recognize that colour relief and contour lines represent the nature of the area (elevation and relief) | | □ | • | • |
| 4. Use cardinal and intermediate directions | ★ | ★ | ★ | ★ |
| 5. Orient maps to direction | • | • | • | • |
| 6. Identify and use geographic terminology for land water features – bay, gulf, inlet, peninsula, isthmus, etc. | • | • | ★ | ★ |
| 7. Locate places and or features using a number and a letter key system (grid on highway maps, atlases) | • | • | ★ | ★ |
| 8. Use latitude and longitude in locating places on maps | • | • | ★ | ★ |
| 9. Identify time zones and the International Date Line; relate these to longitude, the earth's rotation and time problems of travel | • | • | • | ★ |
| 10. Identify relationships suggested by map data; e.g., factors that determine the location of cities | • | • | • | • |
| 11. Determine distance on a map by using a scale | • | • | ★ | ★ |
| 12. Read maps of the same area drawn with different scales | • | • | ★ | ★ |
| 13. Estimate distances on a globe, using latitude | | | □ | • |
| 14. Recognize features shown on air photos | • | • | • | • |
| 15. Compare maps and photos of the same area | • | • | • | ★ |

Organize information

- | | | | | |
|--|---|---|---|---|
| 1. Sort and classify information under main headings or in categories | • | • | • | • |
| 2. Arrange events, facts and ideas in sequence (importance, occurrence) | • | • | • | • |
| 3. Use a variety of methods to classify information (retrieval charts, concept mapping, webbing, etc.) | • | • | • | • |

PROCESS SKILLS (cont'd)

6 7 8 9

ANALYSING/SYNTHESIZING/EVALUATING

(using information and/or ideas)

Analyse information:

- | | | | | |
|---|---|--------------------------|--------------------------|---|
| 1. Distinguish between fact and fiction, between fact and opinion, between fact and theory | • | • | • | • |
| 2. Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel, inconsistent, unrelated or contradictory | • | • | • | • |
| 3. Compare sources of information for accuracy, relevancy, reliability, validity | | ☐ | ☐ | • |
| 4. Detect bias in sources of information (stereotypes, clichés, ethnocentricity, propaganda) | | ☐ | ☐ | • |
| 5. Identify point of view and/or perspective | • | • | • | • |
| 6. Identify stated and unstated assumptions | | ☐ | ☐ | • |
| 7. Distinguish between warranted or unwarranted claims | | ☐ | ☐ | • |
| 8. Recognize propaganda and its purposes in a given context | | ☐ | ☐ | • |
| 9. Identify sources of information as primary and secondary (authority, expertise) | | ☐ | ☐ | • |
| 10. Determine values underlying a position (identify, define, describe – value priorities, value conflicts) | • | • | • | • |

Synthesize information:

- | | | | | |
|---|---|---|---|---|
| 1. Draw inferences from information | • | • | • | • |
| 2. Develop concepts by categorizing information | • | • | • | • |
| 3. Use information to draw conclusions | • | • | • | • |
| 4. Make generalizations by stating relationships between concepts | • | • | • | • |
| 5. Form opinion based on critical examination of information | • | • | • | • |
| 6. Propose a new plan of action or operation, or create a new system | • | • | • | • |
| 7. Combine information to answer a question, solve a problem or make a decision | • | • | • | • |
| 8. Identify alternative answers, conclusions, solutions or decisions | • | • | • | • |

Evaluate information:

- | | | | | |
|---|---|---|---|---|
| 1. Judge the adequacy of information | • | • | • | • |
| 2. Judge the validity of the information – source, objectivity, technical correctness, currency | | • | • | • |
| 3. Evaluate the desirability and feasibility of alternative solutions, decisions or actions | • | • | • | • |
| 4. Judge the desirability and feasibility of the decision or action on the basis of a particular value position | | • | • | • |
| 5. Evaluate the process used to arrive at an answer, conclusion, solution or decision | | • | • | • |

COMMUNICATION SKILLS

(oral, visual and written expression)

6 7 8 9

SPEAKING

1. Express thoughts clearly when presenting orally to an increasing variety of audiences, for a variety of purposes and in a variety of forms
 - a) Convey thoughts, feelings and information in a variety of forms such as oral presentation, speech or debate
 - b) Convey information and explain thoughts, feelings and ideas in a variety of forms such as oral presentation, speech or debate
 - c) Convey information, explain thoughts, feelings and ideas, and use persuasive arguments in a variety of forms such as oral presentation, speech or debate
2. Use an appropriate vocabulary
3. Pronounce words correctly and enunciate clearly
4. Use appropriate vocabulary, voice production factors such as volume, tempo and pitch, and non-verbal factors such as gestures and eye contact to communicate meaning and mood effectively
5. Use notes appropriately while presenting information orally
6. Use media appropriately (transparencies, tape recorder, video, flip charts, etc.)

	•			
			•	
				•
•	•	•	•	•
•	•	•	•	•
	•	•	•	•
•	•	•	•	•

DISPLAYING AND DEMONSTRATING

1. Select appropriate medium for presentation
2. Construct appropriate maps (sketch, thematic)
3. Produce tables, graphs, charts, illustrations, timelines, etc., using a variety of materials and tools
4. Produce display, model, mural, collage, artwork, cartoons, diorama, film, slides, videotape, etc.

	•	•	•
	•	•	•
	•	•	•
•	•	•	•

COMMUNICATION SKILLS (cont'd)

(oral, visual and written expression)

6 7 8 9

WRITING

- | | | | | |
|--|---|---|---|---|
| 1. Keep neat, well-organized student materials | • | • | • | • |
| 2. Use skills of penmanship | • | ★ | ★ | ★ |
| 3. Organize information and ideas to be consistent with form required | | | | |
| a) Use appropriate techniques for the beginning or introduction to their writing, such as writing a topic sentence or opening paragraph, taking a point of view in relation to the topic | | • | • | • |
| b) Use various methods of developing a piece of writing such as reasons, examples, time order, space order, opinions, sequence of events and comparisons | | • | • | • |
| c) Use appropriate techniques for the conclusion to their writing such as concluding an argument | | • | • | • |
| 4. Revise and edit, with some assistance, for correctness in sentence structure, punctuation, capitalization, grammar and spelling | • | • | • | • |
| 5. Use dictionary, thesaurus and writer's handbook to solve specific problems with conventions | | • | • | • |
| 6. Express ideas in own words and give credit for paraphrased and quoted material | • | • | • | • |
| 7. Use acceptable bibliography and footnote forms when required | • | • | • | • |
| 8. Write to support a position, using factual details or other methods of support such as examples, quoting authorities, statistics, analogies | | | | |
| a) Write, from a single point of view from the perspective of the student as writer, clear and effective expositions such as <u>letters</u> , <u>short reports</u> and <u>explanations</u> , emphasizing direct experience and background knowledge as sources of information | | • | | |
| b) Write, from more than one point of view, clear and effective exposition such as <u>letters</u> , <u>reports</u> and <u>explanations</u> , adding vicarious experience to direct experience as sources of information | | | • | |
| c) Write, from several points of view, and with sensitivity to more than one perspective, clear and effective exposition such as <u>letters</u> , <u>reports</u> , <u>editorials</u> and <u>essays</u> , with more emphasis on the synthesis and evaluation of information from varied sources | | | | • |
| 9. Develop increasing proficiency in the use of computer technology during all stages of the writing process (drafting, revising, proofreading, editing and publishing) | | • | • | • |

PARTICIPATION SKILLS

(Application of knowledge and skills through social participation)

6 7 8 9

INTRAPERSONAL

- | | | | | |
|---|---|---|---|---|
| 1. Attend to and recognize internal messages | • | • | • | • |
| 2. Recognize one's strengths and limitations and seek help when required | • | • | • | • |
| 3. Make choices and decisions | • | • | • | • |
| 4. Recognize that one's behaviours elicit approval or disapproval in another person | • | • | • | • |
| 5. Understand and accept constructive criticism | • | • | • | • |
| 6. Work independently without supervision | • | • | • | • |
| 7. Engage in constructive self-criticism | | • | • | • |
| 8. Learn to cope with feelings of frustration | | • | • | • |

INTERPERSONAL RELATIONS

- | | | | | |
|--|---|--------------------------|---|---|
| 1. Demonstrate respect for the rights and opinions of others | • | • | • | • |
| 2. Exercise self-control in play, speaking, etc. | • | • | • | • |
| 3. Interact with others according to social rules | • | • | • | • |
| 4. Demonstrate a willingness and ability to include newcomers | • | • | • | • |
| 5. Offer encouragement and approval to others | • | • | • | • |
| 6. Resolve conflict through compromise and cooperation | • | • | • | • |
| 7. Express disagreement in an acceptable manner | • | • | • | • |
| 8. Give feedback in a non-threatening manner by avoiding loaded words and negative body language | | ☐ | • | • |
| 9. Recognize a person's emotions reactions to determine his or her feelings or view | | ☐ | • | • |

GROUP PROCESS AND DISCUSSION

- | | | | | |
|---|---|---|--------------------------|---|
| 1. Converse effectively with others in a variety of settings including informal, small groups and whole class discussions | | • | • | • |
| 2. Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions | | | ☐ | • |
| 3. Contribute as a group member in setting goals and rules, organizing, planning and making decisions | • | • | • | • |
| 4. Contribute to the various functions of group members, such as leader and recorder, and become increasingly proficient at each function | | • | • | • |
| 5. Distinguish between work that can be done efficiently by individuals and that which calls for group effort | • | • | • | • |
| 6. Contribute to group processes, such as staying on topic, supporting ideas with facts and reasons, extending the ideas of others, paraphrasing and working toward a consensus or a decision | | • | • | • |
| 7. Make a point without monopolizing discussion | • | • | • | • |

**Major Sources Considered in Constructing
the Social Studies Skill Development Chart**

Johns, Eunice and Fraser, Dorothy McClure, Appendix, Social Studies Skills: A Guide to Analysis and Grade Placement. In Helen McCracken Carpenter (Ed.) Skill Development in Social Studies, 33rd Yearbook, National Council for Social Studies, Washington, D.C., 1963.

NCSS Position Paper, *Skills in the Social Studies Curriculum*, Social Education, April, 1984.

British Columbia Ministry of Education, Social Studies Curriculum Guide, Grade One - Grade Seven, 1983.

British Columbia Ministry of Education, Social Studies Curriculum Guide, Grade Eight - Grade Eleven, 1985.

Junior High Language Arts Curriculum Guide, Alberta Education, 1987.

SCOPE AND SEQUENCE

GRADE	TOPIC
Grade 1	<u>Me and Others</u>
Topic A:	My School
Topic B:	My Family
Topic C:	Other Canadian Families
Grade 2	<u>People Today</u>
Topic A:	People Nearby
Topic B:	People in Canada
Topic C:	People in the World
Grade 3	<u>Communities</u>
Topic A:	My Community in the Past, Present and Future
Topic B:	Communities Need Each Other
Topic C:	Special Communities
Grade 4	<u>Alberta</u>
Topic A:	Alberta: Its Geography and People
Topic B:	Alberta: Its People in History
Topic C:	Alberta: A Comparative Study with Quebec
Grade 5	<u>Canada</u>
Topic A:	Canada: Its Geography and People
Topic B:	Early Canada: Exploration and Settlement
Topic C:	Canada's Links with Other Countries
Grade 6	<u>Meeting Human Needs</u>
Topic A:	Local Government
Topic B:	Greece: An Ancient Civilization
Topic C:	China: A Pacific Rim Nation

GRADE	TOPIC	
Grade 7	<u>People and Their Culture</u>	
Topic A:	Culture	
Topic B:	Cultural Transition: A Case Study of Japan	
Topic C:	Canada: A Bilingual and Multicultural Country	
Grade 8	<u>History and Geography in the Western Hemisphere</u>	
Topic A:	Geography of Canada and the United States	
Topic B:	Canada: History to the Twentieth Century	
Topic C:	South America: A Case Study of Brazil	
Grade 9	<u>Economic Growth: Differing Perspectives</u>	
Topic A:	Economic Growth: U.S.A.	
Topic B:	Economic Growth: U.S.S.R.	
Topic C:	Canada: Responding to Change	
Grade 10	<u>Social Studies 10</u> <u>Canada in the Modern World</u>	<u>Social Studies 13</u> <u>Canada in the Modern World</u>
Topic A:	Canada in the Twentieth Century	Challenges for Canada in the Twentieth Century
Topic B:	Citizenship in Canada	Citizenship in Canada
Grade 11	<u>Social Studies 20</u> <u>The Growth of the Global Perspective</u>	<u>Social Studies 23</u> <u>The Growth of the Global Perspective</u>
Topic A:	Development and Interaction of Nations: Nineteenth Century Europe	The Development of the Modern World
Topic B:	Interdependence in the Global Environment	Challenges in the Global Environment
Grade 12	<u>Social Studies 30</u> <u>The Contemporary World</u>	<u>Social Studies 33</u> <u>The Contemporary World</u>
Topic A:	Political and Economic Systems	Political and Economic Systems
Topic B:	Global Interaction	Global Interaction

SCOPE AND SEQUENCE

GRADES	1			2			3			4			5			6			7			8			9			10			11			12		
Alberta Studies	o	o	o	•				•	o	o	•	•	•				•			o		o					o		o							
Area Studies (past/present)						•									•		•	•		•				•	•	•						•	•	•		
Canadian Studies			•		•			•	•	o	o	•	•	•	•	•			o		•	•	•				•	•	•				o			
Citizenship	•	o	•	•	o	o	o	o	•	o	o	o	o	o	o	•	o	o	o	o	•		o				o	o	•		o	•	o			
Community	o	o	o	•	•	•	•	•	•							•			o		o						o		o		o					
Economics				•	o	o	o	•		o				o			o	o								•	•	•	o			o	•			
Geography	o			o	•	o	o	o	o	•	o	•	•	o	•		•	•	o	•		•	•		o	•	o	o			o	•		o		
Government	o			o											•									o						•			•			
History							•				•			•	o		•	•		•	o		•	•	•	•	o	•			•		o	•		
Interdependence	•	o	•	•	o			•	o	•	o	o	•	o	•	•		o	o	•	o	o		o	o	o	o	o	o	o	o	•	o	•		
Multiculturalism/ Bilingualism			•	o	o			•			•		o						•			o							o							
Native Studies		o	o		o			•		•			•		o					•			o						o							
Self	•	•	•	o												o			o																	
Sociology	•	•	•	o	o	o	o		•			o			o		o	o	•	o	o		o		o	o		o	o			o				
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	A	B	A	B

• Major Focus
o Minor Focus (Some emphasis in the topic.)

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

- (1) they identify the distinctive role of the school and its contribution to the total education of youth.
- (2) they provide purpose and direction to curriculum planning, implementation and evaluation.
- (3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education - the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competence in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of various backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

The following extract can be found in all three Programs of Studies for elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social-personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

- | | |
|--------------------------------|--|
| Respectful | - has respect for the opinions and rights of others, and for property. |
| Responsible | - accepts responsibility for own actions; discharges duties in a satisfactory manner. |
| Fair/Just | - behaves in an open, consistent and equitable manner. |
| Tolerant | - is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice. |
| Honest | - is truthful, sincere, possessing integrity; free from fraud or deception. |
| Kind | - is generous, compassionate, understanding, considerate. |
| Forgiving | - is conciliatory, excusing; ceases to feel resentment toward someone. |
| Committed to democratic ideals | - displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country. |
| Loyal | - is dependable, faithful; devoted to friends, family and country. |

2. Intellectual Characteristics

- | | |
|------------------------|---|
| Open-minded | - delays judgments until evidence is considered, and listens to other points of view. |
| Thinks critically | - analyzes the pros and cons; explores for and considers alternatives before reaching a decision. |
| Intellectually curious | - is inquisitive, inventive, self-initiated; searches for knowledge. |
| Creative | - expresses self in an original but constructive manner; seeks new solutions to problems and issues. |
| Pursues excellence | - has internalized the need for doing his/her best in every field of endeavour. |
| Appreciative | - recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings. |

3. Social/Personal Characteristics

- | | |
|--|---|
| Cooperative | - works with others to achieve common aims. |
| Accepting | - is willing to accept others as equals. |
| Conserving | - behaves responsibly toward the environment and the resources therein. |
| Industrious | - applies himself diligently, without supervision. |
| Possesses a strong sense of self-worth | - is confident and self-reliant, believes in own ability and worth. |
| Persevering | - pursues goals in spite of obstacles. |
| Prompt | - is punctual; completes assigned tasks on time. |
| Neat | - organizes work in an orderly manner; pays attention to personal appearance. |
| Attentive | - is alert and observant; listens carefully. |
| Unselfish | - is charitable, dedicated to humanitarian principles. |
| Mentally and physically fit | - possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

OTHER HELPFUL SOURCES

Appendix V

A number of sources for additional information regarding teaching social studies are listed below.

1. ACCESS Media Resource Centre
296 Midpark Way S.E.
Calgary, Alberta
T2X 2A8
Phone: 256-1100 (in Calgary)
1-800-352-8293 (outside Calgary)
Telex: 03824867
 - a) Social Studies Grades 1-12, 1988 (Revised)
This package contains a print component consisting of an "Inservice Presenter's Manual," Transparency Masters and Duplicating Masters. The video component includes two 20-minute videos: Video 1: "Overview of the Social Studies Program" and Video 2: "Encouraging Thinking."
 - b) Social Studies Grades 1-12, 1989: Junior High Social Studies
This package contains a print component, "Orientation Package for Inservice Sessions" and a 30-minute videotape (Video 4: "Junior High Social Studies").
2. Central Support Services
Box 14
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2
Phone: 427-7224
 - a) Essential Concepts, Skills and Attitudes for Grade Twelve, May 1987. Alberta Education.
This document explains the most important things our students should learn in school.
 - b) Guide to Education: Junior High School Handbook, Alberta Education. (New edition yearly.)
This document includes information regarding regulations and guidelines pertaining to the operation of Alberta junior high schools.
 - c) Junior High Social Studies Program of Studies (Revised 1989). This document outlines the mandatory requirements for Social Studies 7, 8 and 9.
3. Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Phone: 427-2767
Fax: 422-9750
 - a) Buyer's Guide - LRDC
The guide provides a product listing of all learning resources that the LRDC carries in active stock so customers can easily purchase the required educational resources.
 - b) Students' Interactions: Development Framework: The Social Sphere, March 1988. Alberta Education. This monograph provides information on the student as a social being.

- c) Students' Physical Growth: Development Framework: Physical Dimension, July 1988. Alberta Education.

This monograph describes Alberta Education's position on the physical growth of students.

- d) Students' Thinking: Development Framework: Cognitive Domain, March 1987. Alberta Education.

This monograph delineates the development of stages and processes through which students progress.

4. Social Studies Consultants (Alberta Education)

If further information is required, please contact your regional office social studies consultant. Address and phone numbers of the Regional Offices of Alberta Education are listed below:

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S.E.
Calgary, Alberta
T2G 4T8
(403) 297-6353

Edmonton Regional Office
Alberta Education
Harley Court
10045 - 111 Street
Edmonton, Alberta T5K 1K4
(403) 427-2952

Grande Prairie Regional Office
Alberta Education
5th Floor, Nordic Court
10014 - 99 Street
Grande Prairie, Alberta T8V 2N4
(403) 538-5130

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5th Avenue South
Lethbridge, Alberta T1J 4C7
(403) 381-5243

Red Deer Regional Office
Alberta Education
3rd Floor West, Provincial Building
4920 - 51 Street
Red Deer, Alberta T4N 6K8
(403) 340-5262

GLOSSARY

adaptation (7B, 8A)	- changing to fit different conditions.
agents of change (7B)	- events or processes that affect social institutions (family, religion, etc.).
assimilation (7C)	- the merging of one or several cultures into another culture.
automation (9A)	- production that requires few workers.
attitudes	- the thoughts or feelings that a person develops from beliefs, values and experience that influence behaviour or action (tendency to act or react positively or negatively to something).
beliefs (7A)	- ideas or convictions that a person accepts as true, including values, attitudes and knowledge.
bias	- a preference that makes it difficult or impossible to make a reasoned judgment (predisposition to praise or blame, without sufficient evidence, any group, person or ideology; prejudice).
bilingualism (7C)	- the principle that two languages should enjoy equal status (French and English in Canada).
capitalism	- economic system (market) based on individual decision making where individual producers and consumers buy and sell materials and work at the most profitable price.
case study	- detailed study of a person, group, event, etc.
centrally planned economy (9B)	- an economic system in which the government owns most capital and natural resources and makes all the major economic decisions.
citizenship	- the exercising of the rights and responsibilities as a member of a community.
communication (7A)	- any transfer of meaning from one person to another.
communication skills	- skills that help one express and present information and ideas.
concept	- an idea or meaning represented by a word, term or other symbol that stands for a class or group of things.
conclusion	- a statement of knowledge developed as an answer to a question or problem about a specific situation.

conformity (7A)	- behaviour in accordance with a social prescription.
cooperation	- interaction in which individuals or groups engage in joint action to achieve a common goal.
corporation (9A)	- company usually owned by many people, each of whom becomes a part owner by purchasing shares of stock.
creative thinking	- the process of producing novel and insightful approaches and ideas.
critical thinking	- the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.
culture (7A)	- complex of beliefs, customs, traditions, laws, rituals, knowledge passed to succeeding generations (learned way of life).
cultural diversity	- the quality of being different or unlike.
cultural group (7C)	- group of individuals who are socially identified as having a common nationality or (sometimes) racial origin.
cultural patterns	- those activities that all members of a community are supposed to follow (religion, language, government etc.; cultural universals).
custom (7A)	- a practice that has been followed for a long time (food, holidays, ceremonies).
decision making	- an inquiry strategy of using values and a variety of skills to determine a solution to a problem issue that involves a choice (should, how should, to what extent should) and that requires a decision for action.
discrimination	- unequal treatment of individuals because they hold different social positions or on the basis of race.
division of labour (9A)	- specialization of workers in particular parts or operations of a production process. The division is based partly on tradition and partly on efficiency. (Sexual division of labour - assignment of different tasks to male and females.)

economics	- all social behaviour and institutions that are involved in the use of scarce resources to produce and distribute goods and services in satisfying human needs and wants.
economic growth	- increases in the capabilities of a national economy for producing goods and services. Factors affecting economic growth include: • quantity and quality of human resources • quantity and quality of natural resources • accumulation of capital (plants, equipment) • rate of technological progress.
economic history (9B)	- the history of economic development; its causes and effects.
environment (7A)	- the natural and cultural surroundings, conditions and influences that affect the growth and or development of living things. This includes the following three environments and their interactions: • physical environment (earth, water, air, energy) • biological environment (living things - creatures, plants) • social environment (people and their interactions).
environmental interaction (8A)	- ways that people use their environment and are affected by it.
ethnocentrism	- the belief in the inherent superiority of one's own group or culture over others.
fact	- a part or piece of information that applies to specific situations; for example, specific statements about people, things, events or ideas.
fad	- temporary, often extreme change in some cultural element not of importance in total culture.
generalization	- a rule or principle that shows relationships between two or more concepts.
geographic isolation (7B)	- absence of contact between individuals or groups over relatively long period because of geographic factors such as mountains, deserts and water bodies.
geography	- the study of the land, the climate and the people of an area.

human geography (8C)	- the study of the relationships that develop as people respond to and shape their physical and social environments.
industrialization (9A 9B)	- the process by which the social structure adjusts to, and develops, an industrial system.
innovation	- the introduction of new methods or new social patterns.
inquiry	- a strategy used to seek information about a question, a problem or an issue (using process, communication and participation skills).
institutions (7A)	- a group or organization established for some social or public purpose (examples of social institutions: family, school, religion, media).
integration (7C)	- union of separate groups into one group with the obliteration of any previous social and cultural group differences.
interaction (social)	- any communication (verbal/non-verbal) exchange between one individual and another.
interdependence	- the interrelationship that exists among individuals and or groups and or institutions. It exists both in cultural and natural phenomena.
issue	- a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.
knowledge	- the information that a person acquires through experiences.
location (8A)	- the relative or exact (absolute) place on the earth's surface.
market economy (9A)	- an economic system (capitalism) in which most industry is owned and operated by private citizens and where economic decisions are made by individual producers and consumers through the buying and selling in the free market.
mass communication	- any communication (newspaper, radio, television, movie or magazine) whether informational or entertainment, directed to a large segment of the society.

- mass production (9A)
 - manufacturing large quantities of goods. It includes the following:
 - standardization of parts
 - assembly line (conveyor belt)
 - labour-saving machinery
 - division of labour.
- mechanization (9A)
 - production by machine rather than by hand.
- mixed economy (9C)
 - a variation of the market economy where some decisions are made by individual consumers and producers and others, and some decisions are made by government.
- monopoly
 - control of a particular industry, service or commodity with little or no competition.
- movement (8A)
 - the ways by which people, goods and ideas interact (e.g., transportation and communication lines).
- multiculturalism (7C)
 - policy of supporting or promoting the existence of distinct cultural groups within a state.

-
- participation skills
 - skills that help one interact with others.
 - peer group
 - a group composed of members who have roughly equal status.
 - place (8A)
 - the special physical and human characteristics of a location.
 - problem
 - any situation for which a solution is desired.
 - problem solving
 - an inquiry strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how).
 - process skills
 - skills that help one acquire, evaluate and use information and ideas.
 - propaganda
 - written or spoken words or symbols deliberately used to influence or change the attitudes of others.

-
- quality of life (9A 9B 9C)
 - opportunities available to all to enjoy life and follow individual lifestyles (health, justice, education, freedom, clean air, water, etc.).

-
- regions (8A)
 - basic units of geographic study, areas that have something in common (unity).

resources (8A)	- anything that contributes to the production of something else (natural and human).
responsible citizenship	- identifies the quality of an individual's response to membership in the community. (See responsible citizenship, p.2.)
role (7A)	- the function a person performs within a culture (job or duty performed in certain situation).
role models	- the people we imitate.

settlement patterns (8C)	- the study of the history of people's interactions with their physical, social and biological environments.
skills	- the abilities or techniques gained by practice or experience.
socialization (7A)	- the process of a person learning a culture or learning how to live in a culture.
specialization (9A)	- the production of goods and or services through division of labour based on the allocation of tasks to individuals or groups best able to produce them.
stereotype	- oversimplification or untruth about the traits and behaviours common to a group of people.
stereotyping	- a tendency to put people in categories emphasizing negative characteristics on the basis of preconceived beliefs.
sexism	- prejudice or discrimination against women or men.

technology (9C)	- sum of knowledge of the means and methods of producing goods and service. includes methods of organization as well as physical techniques (body of tools, machines, materials, techniques, processes).
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values	- fundamental ideas about what is important in life; they are the standards of conduct by which individuals, groups and nations think, act and make judgments. - societal values are the socially shared ideas about what is important, good and right (e.g., honesty, loyalty, industrious). - aesthetic values are individually held ideas about what is beautiful (e.g., types of drama, dance, art, music, literature, architecture, jewelry, clothing, etc.).
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